AMERICAN ANNALS OF THE DEAF

Official Organ

Conference of Executives of American Schools for the Deaf
Convention of American Instructors of the Deaf

Edited by

IRVING S. FUSFELD

Under the Direction of

PERCIVAL HALL, of the District of Columbia, 1939
FRANK M. DRIGGS, of Utah, *ex officio*
MADISON J. LEE, of Kentucky, 1939
ELWOOD A. STEVENSON, of California, 1945
IGNATIUS BJORLEE, of Maryland, 1942
ALVIN E. POPE, of New Jersey, 1942
CLARENCE J. SETTLES, of Florida, 1945

Executive Committee of the Conference

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THE CONFERENCE
OF
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THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, originally the Conference of Superintendents and Principals of American Institutions for the Deaf, was founded in 1868 and subsequently incorporated under the laws of the State of Maryland in 1911. The Conference is an organization of the executive officers of schools for the deaf in the United States and Canada and has for its object "to promote the management and operation of schools for the deaf along the broadest and most efficient lines and to further and promote the general welfare of the deaf."

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THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF, founded in 1850 and incorporated by Act of Congress in 1897, is an organization of educators of the deaf in the United States and Canada with the primary object of "promotion of the education of the deaf along broadest, most advanced and practical lines." Its purposes are "to secure the harmonious union of action of all persons actually engaged in the education of the deaf in America."

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Announcement of the Meeting of the Convention

THE Thirty-First Meeting of the Convention of American Instructors of the Deaf will be held in Berkeley, California, June 18 to 23, 1939, with the California School for the Deaf acting as host. Arrangements have been made for holding the sessions at the school and dormitory facilities will be available. Berkeley being a college center, accommodations at moderate rates may be secured for those who prefer rooms off the campus.

The host superintendent, Mr. Elwood A. Stevenson, as vice-president of the Convention, is in charge of program arrangements. Demonstrations, lectures and papers will be thoroughly practical and conducted by prominent educators within the profession as well as by men and women of the educational field at large, all of whom are known as authorities in their respective lines of endeavor.

Plans for the establishment of a summer normal school at the University of California are under way. This school is to be conducted by the American Association to Promote the Teaching of Speech to the Deaf, classes to begin immediately upon the close of the meeting of the Convention. College credits will be granted.

The Golden Gate International Exposition, on San Francisco Bay, will be in progress and this should further stimulate interest on the part of those who must travel a long distance and who expect to derive pleasure and profit from such side excursions as the trip may afford.

Further particulars will appear from time to time in the official organ of the Convention.

IGNATIUS BJORLEE, *President of the Convention, Frederick, Maryland*

BURTON W. DRIGGS, *Secretary, Gooding, Idaho.*

The Bárczi Method and Its Application in the School for the Deaf of the Alliance Israélite Universelle[1]

By RICHARD HÖXTER
Jerusalem, Palestine

EVERY teacher of the deaf would be happy if a way were shown him by which the spoken word could be brought to the deaf person through the ear—through that organ which when incapacitated is the cause of such person's defects and restrictions.

Until recently all efforts seeking to awaken the hearing ability of the deaf have had no permanent or general success. Urbantschitsch, in "Concerning Acoustic Training in Deaf-mutism, etc.," Vienna, 1895, reviews historically the studies up to his time of the effect of systematic acoustic training upon the sense of hearing (1). The most important of all who sought to aid the deaf through hearing exercises was Itard, in Paris, 1821. But the latter obtained results only with persons who were in possession of appreciable remnants of hearing. However, interest in France in the acoustic training of deaf-mutes waned after that.[2]

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[1] The Editor of the ANNALS gratefully acknowledges the assistance of Dr. Siegfried Speyer, a physician formerly of Berlin and now of Washington, D.C., in reviewing and translating this paper.

[2] Especially in North America was interest in this field of work aroused. "In 1884 E. M. Gallaudet gave demonstrations with two deaf persons who indicated favorable results from methodical hearing exercises. Since then efforts were begun to conduct similar training for the semi-deaf in a number of the American schools for the deaf, in which Currier of New York and Gillespie of Nebraska were outstanding. Then was organized in the United States a committee, consisting of Alexander Graham Bell, Gordon and Clarke, which in its report called especial attention to the investigation by Itard as worthy of recognition and recommended increased training of residual hearing. In 1894 a committee was formed with Gillespie as chairman, to promote the extension of such training" (1). Also the Volta Bureau was active in arousing interest in the methods originated by Urbantschitsch. Walther, in his handbook on the education of the deaf writes, "In recent years systematic auricular training has been established in almost all schools for the deaf, though the movement has until the present had but meager success" (2). Systematic auditory training had not yet attained general acceptance.—*Author*

Urbantschitsch resumed the experiments of Itard, and with the use of the accordion made the task much lighter for both teacher and pupil, for the one who spoke and for the one who heard.

Bezold conducted exhaustive experiments on the variable ability of the sense of hearing to discriminate among different sounds. He also observed the existence of tone islands and tone gaps.

Auditory training, however, gradually ceased, mainly because hard-of-hearing children were taken out of schools for the deaf and placed in schools established especially for them. Most of those now enrolled in the ordinary schools for the deaf are totally deaf or possess only a very limited amount of hearing. Lately, the movement to utilize residual auditory power has begun to develop in a different way, by the introduction of hearing devices in the school. The usual apparatus consists essentially of a microphone for the instructor and headphones for each pupil. When in 1933 the radio apparatus for use with the deaf, as exhibited in England, was referred to in the Hebrew daily, *Haaretz,* in Palestine, the present writer took the opportunity to make clear to the deaf in an article in the same paper that any hopes they might entertain in this regard would eventually result in disappointment. In an article "Radio for the Deaf," the writer then denied that there could be "hearing" in those deaf persons in whom the organ of hearing or the auditory nerve is destroyed.[3] The writer mentioned the deaf engineer

[3] In the author's article "Radio for the Deaf," mention is made of some attempts at deception which are often experienced by parents of deaf-mute children. One day a very intelligent deaf child told her mother that she could hear the radio. As a matter of fact she could declare what was transmitted by radio. The writer discovered that the child had learned by heart the daily radio program.

A bright deaf pupil was sent to Vienna by his parents to obtain ear training. On his vacation his former teacher visited him at home. He placed himself behind the boy and asked him several questions. The child answered all questions correctly. The mother was enthusiastic. Thereupon the teacher asked the mother to remove the mirror from the opposite wall, through which the boy had read off all the questions of the teacher.

For some time nose dives in aeroplanes offered a remedy to obtain hearing. Unfortunately psychical deafness was mistaken for real deafness.

During the World War, when the writer was working in a hospital

Wladia Zeitlin, who claimed he could hear the unpleasant static of radio but could not state exactly whether the perception was tactile or auditory. Here in Jerusalem we have such a radio set. The writer offered to examine his pupils with this set, but for technical reasons these examinations could not be carried out.

Already in 1923 radio examinations of persons with hearing defects were made in the phonetic laboratory of the University of Hamburg. A. Schär (3) states: "It was the purpose of the examinations to investigate a report from Milan that it was possible to cure deaf-mutes by means of radio; and that according to a representation by Helen Keller to a radio corporation in New York it was possible to derive great pleasure from vibrations obtained by touching the membrane of a head receiver, etc."

The first attempts to make the sense of touch the bearer of acoustic stimulation trace back to Gutzmann (4) and Dupont (5).

After the World War Lindner (6) invented the touch-telephone (Ferntastapparat). The state institution for deaf-mutes in Berlin used the Siemens instrument for touch vibrations.

At the same time Professor Gault from the United States spoke in Berlin about his experiments in the same field.

In 1935, a Berlin newspaper published an article: "Hearing with the Fingers," which told about the American Institute for the Deaf-Blind in Chicago. According to this article the vibrator should work so well that several children could even hear radio transmissions if a strong enough amplifier were switched between.

Two years ago in our school, experiments were carried out with all the children using different mechanical and electrical receivers. Strange to say, the children didn't react at all to electrical receivers. We took our pupils to the

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division for patients with defects of speech and gunshot wounds of the head, he regained speech in the third hour and hearing in the fourth hour for a soldier who had been deaf and mute for 9 months. In that hospital there certainly could have been no real deaf-mutes, only men who had lost speech and hearing through the paralysis of fright. The same is true in cases of curing deafness by nose dives, etc.

mighty organ of the Y.M.C.A. Only one girl could hear with certainty "D" and "E."

It was only recently that we read a report by Ernst Schorsch, Berlin (7), about his visit to Bárczi, in Budapest, which induced us also to try the same experiments.

Bárczi describes his method as folows (8): "After primary hearing reaction of the children had been established as positive, that is, they could differentiate exactly between vocal and silent "o," spoken onto their palm, without paying attention to the source of the sound, we have trained attention and memory to catch acoustic differences through continued practice, using rhythmic and dynamic effects of the words, in order to utilize said phenomenon of hearing."

During the school term we could not make such experiments, as their results still were uncertain. Therefore, we waited until summer vacation began, in August 1936.

Bárczi calls special attention to the fact that he imparts hearing experience to absolutely deaf children. Therefore, we took as subject for experiment a pupil who was totally deaf from birth, according to examinations made by the otologist Professor Neumann, Vienna, and also to our own inquiries; namely,

Fina H., an eleven-year-old, very bright girl, who was in her fourth year of school. The child reacted to vocal and silent "o". Following Bárczi's report that the difference between the two first words with regard to rhythm, dynamics and sound is most important, we began with two words: "lo" (no) and "aba" (papa). At first we spoke "lo" onto the palm; after that we made the child write and read the word; thereafter, we put an articulation mirror in front of us and the child, and repeated many times each word well articulated into the pupil's ear. (In the period that followed it was not necessary to explain the words, as our pupil after four years in school was well acquainted with these simple words. However, for pupils without previous instruction development of the ideas and explanation of the words must precede.) As with the word "lo" we did with the word "aba". After that we spoke both words alternately into the ear, with articulation mirror and written symbol still in front

of us. After the pupil had convinced us that she could differentiate between the two words by means of her ear, we removed the articulation mirror and written symbol. When she was certain in perception of both words, we proceeded to the third word; "schalom" (good day). This word has the accent on the second syllable, contrary to the word "aba". We practiced this word as described above at first alone, afterwards alternately with "lo" and "aba". For these exercises a tremendous concentration by the pupil is necessary. For that reason she usually became tired after ten minutes. Only after she had learned to hear several words did she endure instruction for a longer time.

(We have noticed that most of the children in the beginning have a disagreeable sensation in the ear, which according to Bárczi is to be considered a favorable sign.)

After having removed articulation mirror and written form, we noticed that the gaze of our pupil moved about, and she could no longer differentiate by ear the practiced words. Therefore, we induced her to close the eyes; henceforth she again got the words correctly through the ear. We also made the discovery with other pupils that they hear better with their eyes closed, a result most likely of undivided attention.

However, as soon as our pupil became uncertain in repeating a word spoken into her ear, we returned to the feeling of the palm, and practiced together with articulation mirror and written symbol the uncertain hearing impression. Great care must be exercised that no wrong hearing concept is imparted. Therefore, the pupil must not be permitted to guess, but must say at once the word which has been spoken and to practice it.

After having practiced for fourteen days our pupil could differentiate the said three words spoken into her ear. In spite of this fact she told us that she could hear nothing except "o". She strictly denied our question as to whether she had heard "o" before. We induced her to speak the practiced words with loud voice and to pay attention to her own voice. In the fourth week she could hear her own voice

when she spoke the following practiced words: lo, aba, schalom, buba, mataté, imma, majim, kelew, kumkum, kumkum gadol, gir, lawan, luach, schachor, limon, zahow.

This was so significant for her that she rushed to her people with great joy and told them: "I can hear my voice now, while before I heard nothing at all."

For a long time she confused "lo" with "imma". The word "imma" was very difficult to learn; "i" (pronounced as in the word "pin") she could not hear at all; "a" (as in the word "far") only very faintly, and "m" gave her almost the same hearing impression as "o". (Bárczi had the same experience. He writes that in examination of their primary hearing reaction many children declare they hear instead of "o" a hum like "m".) Subsequently we had the same experience with other pupils: "lo" and "imma" were frequently confused with one another.

At the beginning of September we demonstrated our results to the child's parents. When the pupil didn't understand a word distinctly, she bent her ear toward the speaker. The mother also spoke the practiced words and sentences in varied sequence into her daughter's ear. To our great surprise she understood her mother better than us. From that time the mother practiced with the child every afternoon, and she therefore made more rapid progress. After eight weeks, by the end of September, she comprehended by ear eighteen words and eleven sentences. Then we found out which vowels without relation to word and sentence she could comprehend. She could hear "o" (as in go), "u" (as in unit), and "a" (as in far); "e" (as in tell) was uncertain and faint, but "i" (as in pin) she could not hear.

With the beginning of the school term the class teacher continued the hearing exercises. After five months the pupil declared that she could hear motor cycles and then only in her right ear, which was very disagreeable to her. During this period also she began to hear "i" very faintly. In December she could hear 73 words and 85 sentences.

Since we had had good results after four weeks' trial with this congenitally and totally deaf child, that is, by the

beginning of September, we then began auditory training with two other pupils, brother and sister, who also were totally and congenitally deaf.

The progress with these two children may be described as follows: Sara N., sixteen years old, family history indicates deafness due to intermarriage of relatives, not very bright, no hearing remnants, had entered school at age of thirteen. She reacts well to hearing exercises, but little by little she begins to guess the words. After her teacher had showed her the right way, she paid attention to the words spoken into her ear and could differentiate them.

Simon N., twelve, fourth school year, brother of Sara N., also totally deaf from birth, not very bright, also reacted favorably to hearing exercises, which were practiced seriously only with the beginning of school. Except for the ten minutes daily we exercised with these two pupils nobody else worked with them, as their parents speak Arabian. With the boy we had the same results as with his sister. The girl tires very soon because she works hard helping her family by doing house work after school hours. Within four weeks both had learned eight words and three sentences.

With the beginning of the school year, on October 15, we began hearing exercises with all of our children. All reacted to vocal and silent "o" spoken into the palm, so that, according to Bárczi, there was a possibility of training the hearing of all the pupils of our school. And that proved to be the case.

First of all we shall report the cases of deafness from birth and after that we shall report about pupils who have lost hearing as a consequence of illness.

Meir M., seven and one half, very intelligent, one year in school; at first laughs at hearing exercises because he states he can hear nothing. He thinks it impossible to learn to hear. After a short time (eight to fourteen days) he is able to differentiate: "lo"—"aba"—"schalom"—, but he says he could not hear "aba". Now, however, his interest in learning to hear is aroused. He is very enthusiastic, but cannot endure the exercises even for ten minutes. They are disagreeable to him. He, therefore, proceeds only slowly. After four to five

weeks he could hear the blowing of the horn of a car. He reports that before it was very quiet on the street, not so now. "That is not good. On the street I hear u-u-u-," and saying that he closes his right ear with his hand. (Hearing exercises are possible only through his right ear.) Finally, he also hears his own voice, and he speaks with an intensity that was not possible before. Evidently he is glad to hear his own voice.

Jochai K., six and one half, intelligent, nervous, would normally be a stutterer, speaks clearly, but low; learns, as did Meir M., ten words and six sentences within eight weeks. When he is excited, he cannot hear anything. When his mother exercised hearing with him, he cried into her ear with loud and clear voice, as she had never heard him do before, saying: "This is the way for you to speak so that I can hear you." Before the hearing exercises began, it was impossible for him to say "r". By having his attention directed to his own voice, he can now speak aloud "r", and he takes pleasure in rattling aloud the "r" with ears closed.

Rebecca L., eleven, third school year, had been for one year in the Jewish school for the deaf in Germany; deafness probably due to consanguinity of relatives, retinitis pigmentosa, Wassermann negative, not intelligent, could hear twenty words after two months. She told us that she is now able to hear automobiles, but not before, and that she can now hear a dog bark.

Jacob N., ten, third school year, symptoms of degeneracy, average intelligence, shows generally not much desire to study and, therefore, is not much interested in hearing exercises. Because of lack of intensive practice (he was absent a considerable time) he made but little progress.

Josef M., eight, third school year, consanguinity of relatives, organic nerve defects, enlarged thyroid gland, somnambulist, not intelligent, but diligent; has learned sixteen words and a few sentences within eight weeks.

Siwa Z., nine, third school year, very intelligent; has "skipped" the second school year; hears vowels. After exercises for two and one half months she can hear 43 words and sentences at a distance of about nine feet.

Jacob Sch., nine, intermarriage among relatives, third school year, indolent, shows no interest in hearing exercises as they require his attention; has learned to hear eight words and four sentences within four weeks.

Miriam Sch., Jacob Sch.'s sister, twelve, fourth school year; had been in an English school for the deaf for a few months; also indolent, has learned to hear twenty words and a few sentences within two and one half months.

Masal J., eleven, has a deaf-mute sister, fourth school year, could begin hearing exercises only six months later, as she was absent for half a year on account of sickness. She reacts very well to hearing exercises.

Jehuda L., nine, very intelligent, little hearing of vowels, fourth school year; after exercises for two and one half months could hear 38 words and sentences at a distance of six feet. His hearing is very much dependent on weather conditions. His uncle, with whom he lives, told us that now he can make himself understood to his nephew even through the closed door of the bathroom.

Ester E., eleven, intelligent, has hearing remnants; attended kindergarten for the deaf in Vienna, and schools for the deaf in Germany and France, and entered our school two years ago. She could hear "d" and "e" from the organ of the Y.M.C.A. She made good progress with the auditory training. The distance from the ear may be increased; it is at present about one and one half feet.

Jaffa K., nine, not intelligent, second school year, hearing of vowels. Right ear: tympanum retracted with scar; left ear: tympanum perforated. Was absent for a long time and did not participate in the hearing exercises. However, a few exercises showed good results. Distance could be increased little by little.

Mordecai S., ten, somewhat infantile, cryptorchidism, intelligent, fourth school year, no hearing remnants; has learned to hear 28 words and a few sentences within two and one half months.

Aviator C., seven, second school year, organic nerve defects, mother insane; hearing of vowels, learns quickly practiced words and sentences. Distance of about six to seven feet may be increased.

Jair S., six, entered school at beginning of the semester; hearing of vowels a, o, u; has learned to speak and to hear. In this case we could unite hearing and speaking in beginning instruction.

Aaron D., twelve, entered school at beginning of the semester; question as to his sound perception, learned to speak and hear at the same time. But speaking goes ahead of hearing because we did not attempt to use Bárczi's method with beginning pupils, as he recommends in his new book—to begin at first with learning of hearing and later articulation. We wanted to go the proved way in order to avoid disappointment.

Gerson D., brother of Aaron D., seven, not very intelligent, without hearing remnants, did not react in the beginning. Six weeks later hearing reaction was positive. Then he began to differentiate by ear the words: Lo, aba, buba.

Meir K., thirteen, had become deaf from typhoid fever in his first year of life, before having learned to speak; fourth school year, hearing of vowels, not intelligent; can hear 62 words and more than 70 sentences at almost nine feet distance after two and one half months. In this case the influence of hearing on speech can be observed distinctly. Also his character has changed completely. Previously he was a nuisance in his home, fought with his parents and sisters and blamed his parents that his sisters could hear while he could not. After he had had acoustic training for about two to three weeks, he asked his mother to come to school, because, as he said, the teacher had wanted it. The teacher addressed by the mother, knew nothing about it. The boy laughed; he had asked his mother to come to school only in order to show her how well he had learned to hear. Now that he can hear too, he is content and peaceful.

Jael Z., ten, third school year, below average in intelligence, lost hearing at the age of eight months from typhoid fever, sound perception, reacts well to hearing exercises, and is already able to hear practiced words and sentences at six to nine feet distance after two and one half months.

Lea K., thirteen, third school year, deaf from typhoid fever in her third year of life; had attended school in Munkacz, Ukraine, for four years, entered our school only at

the end of January 1936. No hearing remnants, reacts well to acoustic exercises, and after having practiced for about two and a half months she can hear what is spoken to her behind her back.

Zwi W., seven, second school year, deaf as a result of meningitis in his tenth month of life; sound perception, learns a few words every week and later also sentences, can differentiate between high and low tones of the teacher after five to six weeks. After three months he can hear at a six to nine feet distance. His interest in school has been greatly stimulated through the hearing exercises; he is not very intelligent, but ambitious. In spite of his zeal he was inattentive most of the time before; now he is able to concentrate. While he formerly forgot in his vacation almost everything he had learned before, he is now practicing at home during vacation and asks his parents to continue the hearing practice with him. His character has changed too. He was violent toward his schoolfellows and against brothers and sisters, so that they always were glad, when vacation was over. Now he is tractable and friendly in school and home.

Josef A., four and a half, deaf since his first year of life, intelligent, without hearing remnants, entered school only in April 1937. He is learning to hear as well as to speak.

It is interesting to observe the pupils during playtime speaking into one another's ears, and practicing hearing. With children absolutely deaf since birth we could not increase speaking distance. They can hear only at an eight-inch distance. However, that is also very significant. The effect upon speech, and upon the intellect and development of character is very marked; and that a deaf pupil is able to perceive a word through his ear in the darkness is of itself of greatest importance.

All children answer the question whether they have heard before with an absolute "No." Only one pupil, Siwa Z., answered: "A little."

Bárczi's method, which aims to cure "surdomutitas corticalis" also aroused considerable opposition. At a congress on voice and speech therapy in Berlin, August 1936, Bárczi's

experiments in Budapest were the subject of discussion. His results were given emphatic recognition. But it was also pointed out that certain points still remained undecided; in particular, that relating to the diagnosis of "cortical" deaf-mutism and the question how far hearing of speech is only interpretation of touch impressions. It was recommended that the further progress of these experiments be followed up, and that experiments with Bárczi's method in other languages should be carried out.

The opinions of several experts as presented in discussion at the Congress on Voice and Speech Correction in Berlin, 1936, follow:

Nadoleszny (Munich): "We know that the usual result of examination with the otoscope does not prove anything. How can we explain results of training? As there are not yet reports of dissections in Budapest the question is, when and how examinations of hearing were made."

Hirsch (Charlottenburg): "It is known that pupils in schools for the hard of hearing seem to hear better in the course of years, even when examinations of hearing with single sounds of medium intensity show the same results as at the time of entering school. On the other hand, we have to consider the fact that vibrations of speech in Bárczi's method, if their action on another person is long and strong enough, have to produce equal bodily vibrations or waves."

Schmähl (Breslau), reports three cases from the kindergarten, five cases from a school for the deaf and one private case, all instructed according to Bárczi's method. Most interesting are results on the private pupil. The ear hospital of the university declared him totally deaf. After six months of instruction this pupil could comprehend through the ear with certainty words and sentences, the number of which is not stated. He says: "I am convinced that distance from the ear can be increased; where the limit is we do not know at present. But I am also convinced that with such exercises totally deaf children can never attain real hearing, but rather touch-hearing, as Lehmann calls it. It will not have any importance for acquiring speech in practice. However,

without doubt, speech itself improves with regard to rhythm, tone, and clearness. That alone justifies the method."

Seemann (Praha): "Deaf-mutism has two main clinical symptoms: 1. Defect of the peripheral hearing organ, 2. Lack of development of center for speech in the brain. It is therefore not correct to speak of cortical deaf-mutism as a new special syndrome of symptoms. The second question is whether Bárczi's children were really absolutely deaf before the exercises. The children used in the demonstration spoke very well and naturally, just as deaf children with hearing remnants do. To me Bárczi's excellent, but hard-won results are accounted for by a combination of two factors: 1. Turning to the best advantage the awakening and mental stimulation of hearing remnants; 2. Systematic training of touch-hearing, as Lehmann has described it. From that, however, we cannot conclude that something mysterious has taken place, such as removal of cortical deaf-mutism, or restitution of function of sensitive epithels or nerve fibers which heretofore have not been functioning. It means simply that more effective utilization of hearing impressions has been established as the result of further development and extension of the threshold of consciousness."

Lehmann (Berlin (9)): "In my opinion Bárczi's results cannot be explained by assuming residual hearing in all cases. With regard to the nature and type of deafness there is certainly no difference between pupils of Budapest's school for the deaf and our own. We do not perhaps have approximately so many children fit for acoustic training as they do with Bárczi's method in Budapest. I believe it proved that it is possible to develop hearing in the speech range even in totally deaf persons up to a certain degree; in my opinion, it is more tactile-hearing, recognition of practiced words resulting from certain touch impressions. In that respect deaf persons with precise training can accomplish more than one believes possible. They can learn to differentiate practiced words even if spoken onto their hand or back. It certainly is practical to speak into the ear, as through permanent use of the ear eventually existing ability for acoustic comprehension of speech may be developed. I could not ex-

plain part of what I have heard and read about Bárczi's method, but what I have seen in Budapest I can explain very well."

To these explanations the writer wishes to add the following: Bárczi had all his children examined by otologists and he asserts that if there are not pathological symptoms the child must be able to learn to hear. Thereupon, we have had all the children of our school examined by an otologist. The examination was made only by means of the otoscope. Pathological symptoms were found in eight children. Since, nevertheless, all of our children have learned to hear, we here agree with Nadoleszny, who says that findings with the otoscope prove nothing conclusively.

Schmähl entangles himself in contradictions. In our opinion, it is unimportant if a deaf person perceives speech by touch-hearing or by real hearing through the ear. (Likewise, it is unimportant if a sick man has been released from his sickness by a physician or by a woman acquainted with healing herbs.) He mentions his results with his private pupil, where distance of hearing can be increased, but he comes to other conclusions.

Seemann, as Urbantschitsch's student, could naturally answer only in the same sense as his teacher and, therefore, must take for granted hearing remnants in all cases (although he admits learning by touch-hearing). Bárczi himself disproves that opinion with the following words (8, p. 11): "In the beginning I leaned toward Urbantschitsch, but later I became convinced that the great majority of patients have to be divided into two groups. With one group (most likely those with hearing remnants—*the Author*) I succeeded with Urbantschitsch's method; with the other group I did not. This second group I studied carefully and had results as I have described."

The best proof of Bárczi's results and of Seemann's repeatedly expressed opinion are critiques of Fröschels and Seemann at the Fourth Congress of the International Association for Logopaedy and Phonetics (August 7, 1934), in Budapest: "The demonstrated persons are by no means deaf, since it is impossible for a deaf person to answer to

questions if they turn their back to the person speaking." To that Bárczi answers in his book (8): "The patients presented to the congress by me were subsequently examined by Dr. Paul Ranschburg by means of Urbantschitsch's accordion with and without introduction of a hearing tube, and that with a result which entirely verified my statements above.[4] I, therefore, hold as refuted the objections of said gentlemen and, once again, recapitulate my hypothesis by saying that my method leads to acoustical results in a psychological and physiological way."

It is interesting that the otologist Dr. Lazarus commented on our first subject for experiment, Fina H., that she had no hearing remnants on examination with Bezold's tone scale,[5] although she already had had acoustic training for three months with good results and could perceive through the ear the above-stated words and sentences.

We here agree with Lehmann's explanation; however, regarding his hypothesis that we could use any part of the skin for hearing perception, and that we do use the ear only in order to utilize eventually still existing hearing sensitivity we say: Certainly, the ear as the specially created organ for hearing may catch sounds in more concentrated form even if they are taken as touch perception—as Lehmann thinks—rather than as hearing perception.

To explain Bárczi's results we believe it necessary to indicate the difference between Urbantschitsch's and Bárczi's methods. Urbantschitsch begins with shouting "a" and "o" into the pupil's ear. If that does not produce any hearing sensation, he uses another vowel. If there is no hearing,

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[4] "To obviate all objections I stress that only deaf persons are in question and not persons who are hard of hearing, or those who show some hearing (hearing of vowels, hearing islands or hearing remnants)."—BÁRCZI.

[5] Schindler in his article: "Investigations concerning Sound Perception and Sound Feeling in Normally Hearing and Deaf Subjects" (*Zeitschrift für Biologie*, 1936), states: "Increased improvement and wider use in Germany of the apparatus known as the otoaudion, induced clinicists to make examinations of hearing losses with the now available modern instrument instead of with the hitherto customary Bezold tuning fork. Unfortunately, in our part of the world we do not yet have an audiometer.

Urbantschitsch intensifies the effect of the sound by closing both hands funnel-wise, or by using an accordion. He uses the accordion to make it easier for both teacher and pupil, so as to present to the ear a differentiated variety of sounds. If one ear fails, he tries, with success, hearing perception through both ears. Afterwards he proceeds to consonants and finally to words: Mama, Papa, Auge (eye), Nase (nose).

Bárczi, on the other hand, starts with touch sensation. He begins with a word and gives sentences pretty soon. He will produce a track, which apparently is not existing, between perception through the ear and hearing perception in the brain. He thinks mental development of the pupil is necessary before the latter starts to learn to hear.

Urbantschitsch wishes to improve the power to hear.

Bárczi will create hearing.

The following case shows us that he creates a way to hear. A young man, sixteen years old, had lost hearing as the result of meningitis when he was thirteen. He learned to perceive speech through the ear with Bárczi's method in our school. At first we exercised with the left ear. One day that ear was bound up because of a boil. We then spoke into his right ear and asked him: "Do you hear as before?" He answered: "In the right ear, where we practice now, it is like a sensation which is produced by a current of air by the one speaking. In the left ear I had the same sensation in the beginning, but afterwards hearing sensations were added, as before." Evidently only someone who formerly could hear has acoustic sensations and therefore can give us correct information. In those who became deaf from meningitis the prognosis for learning to hear is generally good.

Bárczi says (10): "1. If there are hearing remnants, we can prove them by means of the tuning fork. In cases I have reported on we never could get tuning fork results.

2. If there are hearing remnants, we can successfully use sound amplifiers. On the contrary, in cases of 'surdomutitas corticalis' sound amplifiers are useless.

3. 'Surdomutitas corticalis' is a medical, pedagogical problem which can be solved by psychological and psycho-

neurological therapy. Physical therapy, on the other hand, is unsuccessful, which proves that there cannot be any hearing islands, or hearing remnants."

Since Bárczi's theory has not yet been widely expounded, the otologist Dr. Lazarus and the neurologist Dr. Halpern have joined the author of this article in order to conduct scientific researches into hearing according to Bárczi. Unfortunately, Dr. Lazarus, an unusually gifted man, physician, and scientist, died a short time ago and for that reason our investigations were interrupted.[6]

The reaction of all of our pupils to this hearing method and the good results achieved, which convinced not only physicians, but also the director of education for Palestine, gave us an encouraging outlook for the future of our pupils and for the deaf in general. The director of education was so enthusiastic over our results that he petitioned the government for the addition of an assistant teacher to our school, because he saw that it would be otherwise impossible for us to conduct regular, systematic hearing exercises besides our regular class work. He has been in the meantime retired on pension—much to our regret—and his proposal has since been rejected. We have been compelled to suspend the hearing exercises, as we did not have teachers enough to conduct them. In the beginning they were carried out with individual pupils.

Bárczi in his new book (8) has developed his system also for class use. But in that case it would be necessary to instruct classes from their beginning. Meanwhile a volunteer worker has offered her services, and she conducts the hearing exercises in our school twice a week so that our pupils at least will not forget what they have learned.

The results we have had in our school with systematic daily hearing exercises verify Bárczi's contention that it is possible to convey the spoken voice to totally deaf-mute children through the ear.

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[6] Ranschburg (Budapest) in his article: Cortical Deaf-Mutism in Infancy (*Zeitschrift für Kinderpsychiatrie*, 1936), also comments on the difference between Urbantschitsch and Bárczi. He supports Bárczi despite the statements of Fröschels, Seemann, and Nemai.

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General Information

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How much do our graduates know? What should they know? Most of them are eager for knowledge and know as much as can be expected. We have often stopped to reflect concerning the general information possessed by the average deaf young man or woman who has been graduated or prematurely dismissed from our schools for the deaf. The matter has been discussed with a number of able educators and, all things considered, the conclusion is clear that it is little short of remarkable that our pupils know as much as they do in view of their limited opportunities and sources of information.

Statistics show that about thirty per cent of the pupils entering the Minnesota School for the Deaf are graduated. This proportion is no doubt about the same in other residential schools for the deaf. This at once makes it apparent that seventy per cent of the deaf must face the exigencies of life with less information than the regular full course is designed to impart. The thirty per cent who are graduated are, of course, entitled to the best that can be given them, but every teacher whose heart is in the right place will want to impart to the other seventy per cent, who are less fortunate and perhaps less gifted, just as much learning as possible.

There are certain fundamental facts that every child leaving our schools should know, but which many do not know. They may have been taught many of these facts, but their minds are like sieves. Some of the information concerning these basic facts is found in the ordinary textbooks; some is not.

For more than two decades we have regularly seen little deaf children enter schools for the deaf in the fall. Many of the youngsters in the beginning classes were born deaf; others had lost their hearing at such an early age that they had not acquired speech. From the standpoint of use and understanding of language, these pupils for the most part

rate very close to zero. They do not know their names; many do not know they have names. Several generations ago children like these would have been given up as hopeless; today we know there is hope for mental growth. But the congenitally deaf child will usually be from two to four years behind his hearing mates in his command of language, and because of his inability to absorb information as he goes about his daily tasks at home, on the street, and in the workshop, he will ever be more or less lacking in the matter of general information such as the hearing child constantly picks up without thought or effort.

One day not so long ago, the superintendent of our school came into our classroom to see how we were getting along. He commented on the textbook we were using, saying it was all right but that he wished all of his teachers would sometimes lock up their textbooks for a day and teach general information. To illustrate what he had in mind, he told the pupils that he had during the morning been down town and seen a man roll a large iron disc from the center of the street, uncovering a hole into which another man descended. He asked the pupils to write a sentence describing the incident. Not one of the pupils (seventh grade) knew that the hole was called a manhole, so this word was added to their vocabulary. Since then our class has regularly had some work along this line, and during the past few years we have been able to make a collection of questions until we now have a list of over 800.

There is a time-worn slogan in schools for the deaf, "Make every lesson a language lesson." Besides teaching facts or general information, the questions and commands presented with this discussion provide a means for teaching practical language which the pupil will use after leaving school.

It has been found that the best way to use these questions is to have each typed on a separate card. At the beginning of a period each pupil is given one question which he copies on the board, writing the answer below, if possible. When all pupils have written their questions and answers, the teacher goes over the work, making necessary corrections

while the entire class pays attention. The questions and answers may then be copied into notebooks for future reference. Review of the work is essential.

The questions are not arranged in any special order, except that the simplest appear first in the list. It is quite likely that the questions may be used advantageously with any class from the fifth grade up. They have been used in every grade from the fifth through the twelfth, and the pupils like the work and ask for more.

The supervising teacher or principal might arrange to have the class in typing, the school stenographer, or print shop put up these questions in sets of one hundred each, and after proper drill in the respective classrooms, give tests to see how well the work has been covered. For example, the fifth-grade pupils might be held responsible for the first 100 questions; the sixth-grade for the second hundred, etc. This is merely a suggestion. Eleventh-grade pupils could easily cover the first 250 questions during the year and the remaining 250 the next year, while a twelfth-grade class could cover the entire set in a year with no difficulty. These questions will suggest numerous others and teachers will be able to devise their own special list to meet local conditions.

General Information Questions

1. How much does it cost to send a letter to a person who lives in the same town as you do?
2. How much does it cost to send a letter to a person in another town?
3. When is it Mothers Day?
4. Do we see the sun every day? Why not?
5. Where do we get wood?
6. What is a baby horse called?
7. What shines at night?
8. How many nickels in a dollar?
9. Where do we get beef?
10. What does a doctor do?
11. Can you drink ocean water?
12. What is a baby dog called?
13. What bird can talk?
14. In what city is our school?
15. In what county is our school?
16. How do trains cross rivers?
17. What is a young cow called?
18. What are books for?
19. What is your home address?
20. Why do you go to church?

21. What church do you attend?
22. Would you touch a snake?
23. What is the bus fare from here to your home?
24. How much do you weigh?
25. Of what use are dogs?
26. How many legs has a table?
27. Name something made of wood.
28. In what month is New Year's Day?
29. What is ink used for?
30. Name some things made of iron.
31. When is it midnight?
32. Where is our National Capitol?
33. What is the flesh of pigs called?
34. Where is Pikes Peak?
35. Who made the first American flag?
36. What does a blacksmith do?
37. How many tens in a score?
38. When are the trees covered with leaves?
39. When do the leaves fall?
40. What do you call the trees that are green the year around?
41. How many things make one dozen?
42. What animal provides milk and cream for us?
43. From what are butter and cheese made?
44. How many dimes in one dollar?
45. How many in a gross?
46. What is wampum?
47. Are there more red stripes than white stripes in the American flag?
48. What animal is called the King of Beasts?
49. Where do we get ivory?
50. What do bears do in winter?
51. When does Thanksgiving come?
52. Where do we get honey?
53. What does a special delivery stamp on a letter cost?
54. What does a carpenter do?
55. What does a cabinetmaker do?
56. How many pupils are there in this school?
57. How many boys are there in this school? Girls?
58. What size of shoes do you wear?
59. What does a bootblack do?
60. What do horses eat?
61. What can horses do?
62. How many pupils are there in your class? Boys? Girls?
63. Of what are shoes made?
64. What does a dressmaker do?
65. Where do oranges grow?
66. How far is this school from town?
67. What does a newsboy do?
68. How many cubic feet in a cord?
69. What is the capital of Norway?
70. Who was called the Father of His Country?
71. What is the largest state in the Union in area?
72. How many states compose the United States?
73. What is an island?
74. How many feet in a mile?
75. How many feet have you?
76. How many feet in a rod?
77. What country is famous for its windmills and dikes?

78. Are doughnuts baked or fried?
79. Name the five senses.
80. What is a tepee?
81. How far is it from this school to your home?
82. Of what material are horseshoes made?
83. How are horseshoes fastened to the feet of horses?
84. Name some of the things raised on farms in this vicinity.
85. In what do you carry your clothes when you travel?
86. What size hat do you wear?
87. In what season is the Fourth of July?
88. Christmas comes in what season?
89. What is your father's business?
90. Could you lift a cubic foot of gold? About how much does it weigh?
91. When is Flag Day celebrated?
92. How many counties are there is your state?
93. Your home lies in what county?
94. What is the central part of an apple called?
95. Who was the first man to fly across the Atlantic Ocean alone?
96. How does ocean water taste?
97. In what city is your state prison?
98. What is the capital of Italy?
99. How many oceans are there? Name them.
100. Where is the Sahara Desert?
101. What is a miser?
102. Who abolished slavery in the United States?
103. What river is known as the "Father of Waters"?
104. What is an Eskimo hut called?
105. Name the capital of Canada.
106. What is a gondola?
107. How often is the United States census taken?
108. What body of water separates England and France?
109. What California city is the center of the motion-picture industry?
110. Whom did George Washington marry?
111. What does M.D. stand for?
112. What is the largest river in the United States?
113. Name two great mountain ranges in the United States.
114. Where did the Pilgrims land?
115. Name the Great Lakes.
116. Which is the largest continent?
117. What are cows good for?
118. What is good for cows?
119. What is the chief ingredient of angel food cake?
120. Name all of our student organizations.
121. What is the largest city in the United States?
122. What is mutton?
123. How many days are there in leap year?
124. Name some things made of glass.
125. How do people cross the oceans?
126. What do you understand by the word millionaire?
127. What is a man who builds houses called?
128. How many judges are there in the Supreme Court of the United States? How long is their term of office?
129. Who is the present King of England?
130. Name the Queen of England.
131. What is immunization or protection against smallpox called?
132. What does G. O. P. stand for?

133. Why do we celebrate November 11?
134. Why is July Fourth a legal holiday?
135. Why does the sun never set on England's possessions?
136. Name three outstanding industries of this city.
137. How old must one be before he can vote?
138. What bird is the symbol of the United States?
139. What Bible character was put into a den of lions?
140. What instrument do men use to study the stars?
141. What and where is West Point?
142. What is the diameter of the earth?
143. Name three important welfare organizations not supported by taxation.
144. What is the best-selling book in the world?
145. Who invented the incandescent lamp?
146. What kind of stories did Hans Christian Anderson write?
147. Where is the Empire State Building?
148. When was the first school for the deaf in the United States established?
149. Where was the first school for the deaf in the United States established?
150. What is a female deer called?
151. What is the red flower used on Christmas cards called?
152. What is a person who sells railroad tickets called?
153. What is a person who makes pictures called?
154. What is the place where he works called?
155. Why do people go there?
156. With what does a photographer take pictures?
157. What are the pictures made just to show you called?
158. What does a barber do?
159. What do we call the place where a blacksmith works?
160. What do we call the place where the blacksmith heats the iron?
161. Why is it dark at night?
162. What is a clock for?
163. Where do we gets eggs?
164. With what are dogs covered?
165. What do cats like?
166. What do people use as fuel?
167. What are windows for?
168. What are doors for?
169. What kind of material was used in making the floor of this room?
170. Are there any radiators in this room? Why?
171. What is the proper temperature of a room?
172. Why are taxes necessary?
173. When will the next presidential election be held?
174. What are the women who take care of sick people in the hospital called?
175. What is Scotland Yard?
176. What is the City of Brotherly Love?
177. What is the London residence of the King of England called?
178. What do silkworms eat?
179. What is the steam piano of the circus called?
180. Who was the first woman to fly from Honolulu to California alone?
181. What is the Constitution?
182. By whom was Jesus baptized?
183. What product is advertised by the slogan "It floats"?
184. What is the hardest natural substance known?

185. What allowance is made for traveling expenses of the President?
186. What is Bedloe's Island, in New York Harbor, noted for?
187. What is peat?
188. What is your state flower?
189. What is a ship's log?
190. What is the unit of weight used in weighing precious stones?
191. What is meant by sabotage?
192. What is arson?
193. Who invented the telephone?
194. What two American brothers are famous in the annals of flying?
195. If a letter is improperly addressed and cannot be returned to the sender, where does it go?
196. Name the United States senators from your state.
197. Name the representatives in Congress from your district.
198. When it is noon in New York, what time is it in Los Angeles?
199. How many kinds of time are there in the United States? Name them.
200. What state is known for its blue grass?
201. What is the national flower of Scotland?
202. Who wrote under the name of Poor Richard?
203. Where is the Cape of Good Hope?
204. How many presidents have been assassinated? Name them.
205. Where was the first railroad of the United States? Why was it built?
206. What Bible character lived to an extreme old age?
207. Name as many past superintendents of this school as you can.
208. What character in a story you have read slept for twenty years in the Catskills?
209. About how far is it from New York to London?
210. Who was William Tell?
211. What relation to you is your father's sister?
212. What relation to you is your mother's son?
213. Who discovered the South Pole?
214. Where is the original Star Spangled Banner?
215. What and where is Ellis Island?
216. Where is Bermuda? Who owns it?
217. Who established Gallaudet College?
218. What American city is the center of the automobile industry?
219. In what time zone do we live?
220. Of what advantage to the United States is the Panama Canal?
221. What was Golgotha?
222. Who is the present presiding officer of the United States Senate?
223. What is the purpose of your state association of the deaf?
224. What is the purpose of the National Association of the Deaf? Can anyone join this Association?
225. What is the purpose of the National Fraternal Society of the Deaf? Can anyone join this Society?
226. What is meant by "Davy Jones's Locker"?
227. What does B. P. O. E. stand for?
228. What is meant by "The Decalogue"?
229. Why is the village of Oberammergau, Bavaria, internationally famous?
230. Why is the Garden of Gethsemane remembered?
231. How old was Methuselah when he died?
232. In banking, what is collateral?

233. For what is Noah Webster known?
234. For what is Daniel Webster known?
235. What is meant by "common carrier"?
236. What is the largest church in the world?
237. What animal brays?
238. What does Alma Mater mean?
239. What do you understand by the term "G" Men?
240. What English poet became blind?
241. What is an herbivorous animal?
242. Name the offices in the President's Cabinet.
243. Name as many of the Cabinet officers as you can.
244. What is a tariff?
245. Of what use is a Writ of Habeas Corpus?
246. Distinguish between the plaintiff and the defendant in a court case.
247. Who is always the plaintiff in a criminal case?
248. What determines the number of representatives in Congress from each state?
249. Give two reasons for immigration restriction.
250. Distinguish between majority and plurality.
251. Where is the "Leaning Tower"?
252. Which President was a bachelor?
253. How long is a meter?
254. Who said, "With malice toward none, with charity for all"?
255. Name our National Anthem. By whom was it written?
256. A refrigerator is also called an ———.
257. Why is there more graft in large cities than in small ones?
258. What woman in the Bible was changed to a pillar of salt?
259. Who was Martin Luther?
260. What is a baby swan called?
261. Who said, "Give me liberty or give me death"?
262. Where did President Coolidge take office?
263. Who wrote "The Merchant of Venice"?
264. What is the oldest city in the United States?
265. What is the difference between an emigrant and an immigrant?
266. What is the motto of the United States?
267. What is a baby turkey called?
268. What is meant by the Passover?
269. Who wrote "Home Sweet Home"?
270. What is the name of the little lame boy in Dickens' "Christmas Carol"?
271. How did the great Chicago fire of 1871 start? How many people were left homeless?
272. Who wrote the poem "Hiawatha"?
273. On what river is London?
274. Why do we celebrate Memorial Day?
275. What was the Emancipation Proclamation? When was it issued? By whom?
276. What is latitude?
277. What is longitude?
278. Which would you rather have, 24 cookies or two dozen cookies?
279. How many amendments has the Constitution of the United States?
280. What body of men has the final decision in interpreting the Constitution of the United States?
281. What two brothers were chiefly instrumental in founding the Methodist church?
282. What is another name for a hole in your teeth?

283. Who is the Pope?
284. How much did a company from Holland pay for Manhattan Island in 1626? What is it worth now?
285. Who said, "I only regret that I have but one life to lose for my country"?
286. Repeat the Preamble to the Constitution of the United States.
287. What is a patent?
288. What is a copyright?
289. How do kangaroos carry their young?
290. How do we find the circumference of a circle?
291. What does the Panama Canal connect?
292. Which states border the Pacific?
293. In what part of the United States are most of the large manufacturing cities?
294. What is the capital of Portugal?
295. Who rode at midnight to warn Lexington and Concord that the British were coming?
296. Name the three ships that were used by Columbus.
297. How many leaves does a shamrock have?
298. Give the dates of the Civil War.
299. Where are the pyramids?
300. What is sleet?
301. How long does it take to go to Europe on a fast boat?
302. Who was Pocahontas?
303. How high is the Washington Monument?
304. What is meant by a sales tax?
305. What are people who write books called?
306. What are people who print and sell books called?
307. How long must a citizen have lived in a place before he can vote?
308. How old must one be before he can vote?
309. What is the Monroe Doctrine?
310. What is a seamstress?
311. What and where is the Liberty Bell?
312. How many stripes are there in the flag of the United States? Why?
313. What is the term of office of a representative in Congress?
314. What is the term of office of a United States Senator?
315. What is the term of office of a United States Supreme Court Judge?
316. What products are advertised by the slogan "57 Varieties"?
317. How is a judge of the United States Supreme Court elected or appointed?
318. What type of boat has been used in Venice for centuries?
319. What is meant by "F. O. B."?
320. What does England have instead of a Congress?
321. Why do football players go into a huddle during a game?
322. At what temperature Fahrenheit does water normally freeze?
323. At what temperature Fahrenheit does water normally boil?
324. What are the three "R's"?
325. Name the outside territories and possessions of the United States.
326. What is the circumference of the earth?
327. Who became President when Lincoln was assassinated?
328. What is a straight line from the center of a circle to the circumference called?
329. How many men have been President of the United States?
330. Give the common name for "The Eternal City."

331. If you buy lost or stolen articles, what may happen?
332. What is the object of vaccination?
333. How many books are there in the New Testament?
334. How many books are there in the Old Testament?
335. Who is the present Chief Justice of the United States Supreme Court?
336. What is a hangar?
337. What is the "Golden Gate?"
338. What is a fjord?
339. How many stars are there in the American flag? Why?
340. When did the state in which you reside come into existence?
341. Who is Helen Keller?
342. What metals are the basis of our money system? Why are they used?
343. Where does coal come from?
344. Who was the "Great Emancipator"?
345. On what day does Christmas fall this year? On what date?
346. What does it mean to die intestate?
347. What is cork?
348. How is the date of Easter decided?
349. What city is often called "The Windy City"?
350. What city is often called "The Smoky City"?
351. What is the name given to an imaginary line around the earth equally distant from the poles?
352. What is the normal temperature of the human body?
353. Is there any lead in a lead pencil?
354. What are the qualifications for a President of the United States?
355. Where is Palestine?
356. What mountain range runs the length of South America?
357. Where is Madagascar?
358. Name the three branches of our government.
359. Who invented the steamboat?
360. What is the Nineteenth Amendment to the Constitution?
361. What Australian animal carries her young in a pocket on her stomach?
362. What state has the largest area?
363. What is meant by meridian?
364. What is meant by horizon?
365. Name the President of the United States. Tell when he was inaugurated and when his term will expire.
366. Name the governor of your state. Tell when he was inaugurated and how long his term of office runs.
367. When does Congress convene?
368. When does your state legislature convene?
369. What does U.S.S.R. stand for?
370. For what is Mark Twain noted?
371. In what year was your school established?
372. What is the name of the fluid commonly used in a thermometer?
373. Where is all of the United States paper money made?
374. What is the name of the place where United States coins are made?
375. How many days in Lent?
376. Where does Uncle Sam make his postage stamps?
377. How many mints are there and where are they located?
378. What is a mammal?
379. Where is Bunker Hill?

380. What animal builds a dam?
381. What Massachusetts city hanged witches?
382. What automobile was named for a football coach?
383. Where did our Shetland ponies come from?
384. From what country did the United States buy Alaska? When? What was the price?
385. What instrument tells us where north is?
386. When did the United States actually come into existence?
387. By whom and in what building was Abraham Lincoln shot?
388. What is the salary of the President of the United States?
389. What is the salary of a representative in Congress?
390. What is the salary of a United States Senator?
391. Where are the Aleutian Islands?
392. Who was forced to shoot an apple from the head of his son?
393. How many lakes are there in Minnesota?
394. What two brothers in Rochester, Minn., are renowned for their surgical skill?
395. What is the largest city in the world?
396. What is a seismograph?
397. Who was Commander in Chief of the American Army in the World War?
398. What happens to a letter that cannot be delivered when a writer neglects to put his return address on the envelope?
399. If you receive a letter that does not belong to you, what should you do with it? What may happen if you keep it?
400. Where do we get most of our diamonds?
401. What is the name of a broom or cleaner run by electricity?
402. What name has been given to the day on which Jesus was crucified?
403. How many United States Senators are there?
404. What is a geyser?
405. Who was first in war, first in peace, and first in the hearts of his countrymen?
406. What product is advertised by the slogan "The flavor lasts"?
407. What product is advertised by the slogan "Hasn't scratched yet"?
408. Why are sports good for us?
409. Where is the original elm tree under which Washington took command of the Continental troops?
410. Who was Edward Miner Gallaudet?
411. Who was Thomas Hopkins Gallaudet?
412. About what is the population of the United States?
413. Where is the American Unknown Soldier buried?
414. What is a census?
415. How often is a United States Census taken?
416. Where is the Suez Canal?
417. What is the Land of the Midnight Sun?
418. What is a baby goat called?
419. What is the Hoosier state?
420. What country once owned Florida?
421. Who invented the sewing machine?
422. What is newsprint paper made from?
423. For whom did who spread his cloak over a mud puddle?
424. How many teeth should an adult have?
425. What is Ethiopia?
426. Give several reasons why you are in school.
427. Who killed Goliath?
428. Who wrote many psalms?

429. Who gave the Statue of Liberty to the United States?
430. Who invented printing?
431. What is the purpose of the girl scout organization?
432. Who was the Unknown Soldier?
433. Name the First Lady of the Land.
434. What is the purpose of Arbor Day?
435. Who was Joan of Arc?
436. What department of our national government is doing much to help catch criminals?
437. Which is heavier, a pound of iron or a pound of feathers?
438. Write another name for etiquette.
439. What is meant by Alpha and Omega?
440. What is a purge?
441. What does a surveyor do?
442. How old was Joseph when his brethren sold him into slavery?
443. Why do bakers put yeast into the bread they bake?
444. Why does your mother put soda into certain kinds of cookies she bakes?
445. Why should a young boy or girl in his teens not smoke?
446. What is a manhole?
447. What do you understand by the term "trade union"? Do you think it would be to your advantage to join one after leaving school?
448. Name a domestic animal.
449. Is there any difference between a physician and a surgeon? If so, explain.
450. People work by the hour, day, week, or month. Explain what this means.
451. Can a naturalized citizen become President of the United States? If not, why?
452. On which continent do you live?
453. In what country do you live? In what county?
454. In what state do you live?
455. What ocean is nearest your home?
456. What continent belongs to England?
457. Where is the Panama Canal? Who owns it?
458. How many letters are there in our alphabet?
459. What are the large letters of our alphabet called?
460. Arrange the following words in alphabetical order: school, boy, man, hen, sing, dog.
461. Name the five vowels in our alphabet.
462. Name the consonants in our alphabet.
463. Write two words containing the letter "T".
464. How many consonants are there?
465. How many vowels are there?
466. What is meant by a person's initials? Give an example.
467. How many hands has a clock?
468. What is the large hand of a clock called?
469. What is the small hand of a clock called?
470. What mark is used to connect several words which form but one word?
471. What is an abbreviation? Give an example.
472. What is slang? Is it all right for a person to use slang? Why not?
473. Are there many words which have the same meaning? Give an example.
474. May a word be spelled in two different ways? Explain.
475. Through what sense do we learn most?
476. What are people who have lost the sense of sight called?

477. What is the place where shoes are sold called?
478. What is the place where shoes are repaired called?
479. How many things equal a score?
480. How old do you suppose the President of the United States is?
481. What do you do to an alarm clock every day or every week?
482. What is done to the floor when it is dirty?
483. What does a farmer usually do to the ground before he plants seed?
484. How high do you imagine Niagara Falls to be?
485. How far is it to Washington, D.C.?
486. Is honey as sweet as sugar?
487. What date is this? What date was yesterday? What day is tomorrow?
488. Tell as much as you can about the Nobel prizes.
489. What do you know about the "Lusitania"?
490. Who is Shirley Temple?
491. What do children do on the White House lawn on Easter Monday?
492. How long would it take to walk to the post office?
493. How long does it take to go to Chicago by fast train?
494. How far is it from our school to the public library?
495. How is this school supported?
496. How are mills run?
497. How are wagons drawn?
498. How do street cars go?
499. How do the blind learn to read?
500. How should a person sit or stand?

Nursery Schools for the Deaf

By Doris B. Benning

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The preschool period is pre-eminently the period of language development for normal children, and for this very reason it must also be the most promising period for the oral education of the deaf. (Gesell)

Little by little, as he sees these words spoken day after day, *when the ideas they represent are in his mind,* the baby will come to associate the face movements that he sees with the thoughts. (Wright)

The teacher can not force the order in which the pupil acquires his speech elements. Success in speech training depends largely on alertness in seizing upon accidentally offered opportunities. (Meyer)

A congenitally deaf child has a different psychology from that of a hearing child. When he enters school at from five to eight years of age, he has missed the most important period of mental development of his entire life; for instead of bringing a working vocabulary, limited though it may be, of his mother tongue . . . he brings no language at all. (Miller)

Many parents simply don't know how to discipline a deaf child. They seem to feel that a different method should be employed, not knowing that almost exactly the same treatment and bringing up will do for the deaf as for the hearing. (Reed)

I think the tragic element comes to the deafened child gradually, as he faces a school system, a social system, and a business system which have no provision in them for his limitations. The possibility of averting the feeling of tragedy in meeting these lies largely in the hands of others—parents, teachers, social workers, and those who can look ahead and prepare him for life as he must meet it. (Holt)

The above quotations from psychologists and educators of the deaf should justify the establishing of nursery schools for deaf children. If the hearing child needs the training given in nursery schools to help him become a well adjusted person in later life, the small deaf child should benefit from the experience to an even greater extent, for in addition to acquiring good habits in eating, sleeping, playing, and living with his fellows, he will be with adults trained in teaching speech and lip-reading, and although no "classes" are held in nursery school, opportunities for indirect learning are plentiful.

Since the 15,000 deaf children enrolled in our public residential schools spend their entire time in the institution, a preschool class for them must be conducted somewhat differently from the regular day nursery school where the children are brought in by their parents at nine in the morning

and are called for at three or four in the afternoon. If they are to benefit from the experience, the school must be run on a 24-hour basis with trained people on duty day and night. Parents who send a baby of two or three years away to school have the right to expect this.

Building and General Equipment

While the ideal arrangement would be for the nursery school class to be housed in a cottage with the group living a normal home life, most of our residential schools are established in large buildings with the children of all ages mingling. By remodeling a section of some building it should be possible to have adequate space for the preschool group, the amount required of course depending upon the size of the group. The important feature is sufficient play space. Gray and Staples state there should be from 1,200 to 1,300 square feet for a group of twenty or twenty-five children. The playroom (or playrooms) should be on the ground floor with ready access to the playground and toilet room. The dormitory should be close at hand or directly above the playroom. A kitchen is most desirable since all the meals for the nursery school children can then be prepared and served independently of the main school dining room. An office for the nursery school director, a small hospital or emergency room, and a small room for testing are also desirable.

Children from three to five are in the "active period" of development and must have adequate space in which to live and play. The rooms should be adequately heated, well ventilated, sunny, and pleasing to the eye. All the furniture should be designed for the children, with the tables about eighteen inches in height and chairs correspondingly low. There should be ample shelf space for holding all the smaller toys and books without crowding in order to make it easy for each child to replace them. There should be colorful pictures on the walls, hung at the eye level of the children, and one or two framed mirrors in which they can watch their own faces and become familiar with mouth and lip movements, thus taking the first step toward learning lip-

reading. The equipment in the cloakroom and toilet rooms should be designed for children of different heights so that each can learn to care for himself comfortably.

If one large room is to be utilized, it would need to be so arranged that the different types of activities could be confined to a certain section and so avoid unnecessary confusion.

In one corner the toys for dramatic and imaginative play might be kept. These should include several dolls, doll carriages and beds, small rockers, sets of dishes and small tables and chairs to be used for "tea parties," as well as various other housekeeping toys.

Another corner might be utilized for the creative type of play, with modeling clay, an easel for painting, sense-training equipment, puzzles, and the library table with picture books available to the children to choose from. The following books are obtainable in "linenette" and might be used as a basis for further selection:

Mother Goose Rhymes
The Tale of Peter Rabbit
My Automobile Book
Our Baby Bunnies
My Book of Birds
On the Farm
Book of Trains
Goosey Gander
Three Little Kittens
Farmyard Friends
My Book of Cats and Dogs
Over Land and Sea
My Book of Objects

In the third corner there should be the toys which would allow for development of the larger muscles—balls of different sizes, brightly colored blocks of varying sizes and weights, a wheelbarrow, a wagon, a kiddie-car, and a velocipede if there is sufficient room for so many vehicles.

Since a separate dining room would be out of the question in most institutions, the fourth corner of the playroom might be utilized in this way. There should be tables and chairs of varying sizes with not more than four children at each table. This would allow for the individual attention which small children require while eating, and would also give

the teacher an opportunity to talk to them and give training in lip-reading as well as in eating habits. This section of the room would be used for the mid-morning and afternoon lunch periods also, when the children are given their milk and orange juice.

Somewhere in the room there should be a piano to be used by the teacher in giving preliminary training in rhythm and voice work.

The equipment for the outdoor playground can be of simple design, inexpensive, possibly made by the school carpenter, and yet fill all the requirements. A see-saw, swings, a walking board with one end raised and firmly fastened on a block or a log, a barrel, packing boxes, a short strong ladder, a slide, possibly a jungle-gym, and a sand box with little shovels and pails, will provide for hours of wholesome activity.

Program

If the nursery school is run independently of the rest of the institution, its program need not be the same. The nursery school stresses the physical care and physical development of the child and its daily schedule should be determined with this in mind. Particular care should be taken to see that each child receives the right food and enough rest. The following program is based on the requirements of a three-year-old child:

7:15 A.M.—Children are awakened; taken to toilet; helped to dress; brush teeth; comb hair. Any sickness should be noted at this time and if there is doubt about this the child should be kept in bed until the nurse can examine him.

8:00—Breakfast in the dining room or the playroom space reserved for meals.

8:30—Indoor play period. Each child selects his own toy and plays alone or with others as he chooses. The plants may be watered or other little chores in the room taken care of at this time.

9:00—Toilet period, supervised by adult. Wraps are put on and children go to outdoor playground.

9:30—Children have free play period on playground, supervised by adults.

10:30—Children are sent in two at a time. Toilet period. They go to dining room for orange or tomato juice and oil.

11:00—Following the juice they have a short "rhythm" period and following this they go to the dormitory for a short rest period. (The older children may play quietly indoors.)

11:45—Toilet period, after which they go to the dining room for dinner.
12:00—Dinner.
12:30—Following dinner, toilet period if necessary. The children then go to the dormitory and remain in bed until the blinds are raised at 2:30.
2:30—Toilet room. Children put on coats or outdoor clothing and go to the playground.
4:00—Begin to put away toys and get ready to go in.
4:30—Go indoors; toilet; small glass of milk; play in house.
5:30—Supper; followed by stories or looking at picture books.
6:30—Bedtime.

This program might vary in some details, depending upon the ages of the children. The older group might have a story hour in place of the morning rest period, but the younger children should have an opportunity to relax before the mid-day meal.

Staff

The director of the nursery school should be responsible for the entire conduct of the school. Since the school would be run for the children, she must of course be trained in teaching the deaf; she should also have had some psychiatric training and a real understanding of the psychology of the deaf child. Her duties would be many and varied. She would assist the superintendent of the school in selecting the other members of the staff; the daily program for the school would be planned by her; the equipment would be selected by her; she would have to meet visitors and conduct them through the school; with the assistance of the school dietitian she would prepare the menus for the nursery school; all reports would pass through her hands; in short, there would be no "daily hours" for the head of the nursery school.

The number of assistants would depend upon the size of the school and the ages of the children. They should be reliable young women who have taken at least the one-year normal course for teaching deaf children, and preferably they should have had experience in teaching the deaf. Young women who have recently graduated from a college where they received some training in nursery school work, followed by the year of special training and practice teaching, would be the best assistant teachers. There should be at least two of these, since the school day will run from

8 A.M. to 6 P.M., and if possible there should be one assistant for every four children in the school. One assistant teacher would be on duty from 8 A.M. to 12:30; the other from noon until 6 P.M. (The two-hour rest period from 12:30 to 2:30 should be taken into account here.) In this way both would be present to assist at the mid-day meal.

At least one additional assistant would be needed for caring for the children during the night or "outside of school hours." She should sleep near the children, get them up in the morning, oversee the toileting and dressing, bring them to school and assist in serving the breakfast. During the morning hours she might have charge of the mending and seeing that the clothing is in order. Her afternoons should be free, since she will call at the school at 5:30 for the children, assist in serving the evening meal, and take the children to the dormitory where she will put them to bed.

The fourth assistant would be the "cook" to prepare all the meals and do the other work in the kitchen. She should prepare the juice for the mid-morning meal, but another assistant might be responsible for the afternoon milk period as she should have some time free in the afternoon.

Curriculum

According to Harriet M. Johnson, in "School Begins at Two," there is an ancient Webster's Unabridged Dictionary which gives as the first meaning for "curriculum—a race course; a place for running." This might well be used as the basis for the curriculum in this school. The two main objectives of nursery school are for the child to learn to care for himself—to wash, dress, feed, bathe, and go to the toilet by himself—and to develop certain interests and habits through living in a favorable environment which he can understand. This being the case, there can be no real "curriculum" although certain routine features must be under the direct supervision of the teachers. These routine features consist of dressing, toileting and washing, resting, picking up toys, and the procedure followed in the dining room. When it is time for the next activity to take place, each child is spoken to quietly by one

of the teachers, who makes sure he is watching her, and in a few minutes he is again told that it is time to stop playing and have juice or proceed to the next step in the day's program. There is nothing said but it is expected that each child in the group will co-operate and if one is unwilling to do so he must learn that there can be no exception to the rule.

In creating an environment favorable to the child's general development it should be constantly borne in mind that in addition to the group situation which should provide the opportunity for him to learn to adjust himself to other people and new situations, there is the great need of giving to these deaf children an understanding of language through the constant use of it with them. Every time a child is spoken to, the teacher should go to him, touch him on the arm, wait for him to look at her, and then tell him in simple language what she would normally say to a hearing child. She should make an effort to use the same expressions every day until he understands them, then vary her language in order to increase his understanding of language read from the lips.

During the "story hour" the teacher should first describe the nursery pictures in sentences of only two or three words, gradually increasing the length and adding to their vocabulary. At this time it might be possible for her to start working with objects and giving to the child the beginning vocabulary which formerly was started when he entered school at six years of age. If this is done easily and as just another interesting episode in the day's "play," much can be accomplished that will help in acquiring an understanding of the language which he must learn to speak later.

Learning to talk is such an intricate process for the deaf child that it should not be attempted during his first weeks in nursery school. He will be faced with such a tremendous task of adjusting himself to this new life, learning to get along with other children, learning to eat, sleep, bathe, and live in such a strangely new world that it would be asking too much for him to try to learn a new language. After he is well adjusted it might be possible for one of the teachers

to take him for a few minutes each day and give preliminary work which would aid in his speech later. This should, of course, be done as soon as the child is ready for it, and ever after no opportunity should be lost when a little help from the teacher might mean the development of a new sound or word.

In "Play Life in the First Eight Years," Luella Palmer says, "It is of great importance that in the first years of life a good start be made for the future steps which are to be taken in physical, mental, and moral development. If in these years a child finds himself in an environment which suggests growth in the right direction he will . . . gain the attitude of grasping all the means within his reach to help in his advance."

Surely a deaf child needs this attitude, and if through nursery schools it is possible to guide him in forming habits which will aid him in his struggle with a world built for hearing folk should we not give him this bit of help?

A Doll House Unit of Work

By RUTH C. GAY, B.A.
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A DOLL HOUSE unit of work used in a class of ten boys and girls provided a life experience for the children and at the same time developed an interesting activity with broad possibilities for speech and language learning.

The average age of the class was eight years and the average time in school two years. In our schoolroom there is a medium-sized oblong table upon which our doll house stands.

So that interest in the initiation of the unit of work would be aroused, each girl was asked to bring a doll to school. The teacher herself brought an unusually attractive doll and allowed the class to chose a name for it. It was finally named Patsy. Questions were used to arouse interest, such as: How many girls have a doll? What does your doll say? How old is your doll? Who gave your doll to you?

Pictures of Colleen Moore's most exquisite doll house added to the interest, and each child in the group responded perfectly in carrying out the unit of work.

While the doll house and Patsy were new, we made furniture for the house, paper dolls, booklets, and worked up a good deal of enthusiasm over it. We went to a florist shop and bought some small potted plants which we placed near the front door of the house. Most of the extra work was done after school hours at which time our schoolroom was a busy little workshop.

The aims of the doll house activity were:

1. To stimulate interest
2. To establish good habits of work
3. To teach the children to think for themselves
4. To give life experiences and thereby provide an incentive for new language.

By this time we were ready to start our *Peter and Peggy* readers. During the reading period everything that could

be dramatized was done so. Dolls were used to represent Peter, Peggy, Father, Mother, and Baby. They were dressed as nearly like the characters in the book as possible, and they lived in the doll house. Each day after the dramatization of the lesson hectograph checks were passed to the members of the class. These checks were styled differently to keep the pupils from memorizing the forms.

We obtained a fine list of nouns such as names of furniture, names of rooms in the house, and articles of clothing. We learned natural language, new verbs, and adjectives. Peter and Peggy were found especially helpful in teaching possessive pronouns: Peter, his dog, his train; Peggy, her cat, her doll; Peter and Peggy, their dog and cat, their father, their mother, their home; Peter's dog, its house; Peggy's cat, its milk. There were so many occasions to talk about the doll house in teaching question forms and, by taking advantage of this, it was found that it simplified teaching these forms. For example: What color is the doll house? Is it large? How many doors has it? How many windows? Has it a bedroom? Who lives in the doll house? When did we buy the flowers?

On a nearby table were a number of little books which served as a library in connection with the unit. Each day, while the pupils who needed it were given special attention, the others were allowed to read the books which included: *Little Girl Blue,* Gates; *Peeps at the World's Dolls,* Canning-Wright.

Among the very evident outcomes of the unit were the desire to work which the children manifested, the opportunities afforded for self-expression, and the development of attention.

General Organization of the Unit

Vocabulary

Names of dolls
Names of articles of clothing
Names of furniture
Names of rooms in house
New verbs
New adjectives

Creative Work

Cut out paper dolls and color
Make large envelopes to hold pictures
Make doll furniture
Make baskets

Language

Original news about doll house
Elliptical sentence practice
Verb drills
Pronouns
Prepositions

Number Work

Number of dolls
Number of paper dolls
Number of booklets
Number of pages in booklet
Number of pieces of furniture

Initiating

- Pictures
- Story
- Excursion

Art

Dolls drawn
Booklet covers
Large envelopes

Nature

Keep the dolls' clothing clean
Plant flowers, ferns, moss, and ivy. Plant bulbs
Keep the doll house clean

Spelling

Vocabulary check up
Names of furniture
Names of articles of clothing
Names of dolls

Directed Reading

Little Girl Blue
Reading own experiences on charts, posters, and in booklets
Reading stories on the level of the reading ability of the class

Rhymes

Little Boy Blue
Etc., etc.

U. S. Office of Education Study of Training Courses for Teachers of the Deaf

[As one of the results of a Project in Research in Universities undertaken by the U. S. Office of Education and financed by the Works Progress Administration under the Emergency Relief Appropriation Act of 1935, the Office of Education has published its findings on "Opportunities for the Preparation of Teachers of Exceptional Children" in Bulletin 1937, No. 17 (U. S. Government Printing Office, Washington, D.C., ten cents). The data contained in this bulletin were accumulated by questionnaire and supplementary study, and were concerned with eight different groups of exceptional children, among them of course being the deaf. The portion of the report pertaining to organized curricula offered for the preparation of teachers of the deaf has been extracted from the bulletin and, with permission, is here assembled as a unit.—*Editor,* ANNALS.]

LIST OF COURSES OFFERED, BY STATES AND INSTITUTIONS

California School for the Deaf, Berkeley, Calif.—This school is a training center for teachers of the deaf, established by the California State Department of Education. It offers a one-year curriculum in co-operation with the San Francisco State Teachers College. Entrance requirements include graduation from the Teachers College, with a regular credential to teach hearing children. A special State credential to teach the deaf is issued upon satisfactory completion of the curriculum, which is offered during the regular school year and represents a total of from 33 to 36 semester units of work. The courses given comprise the following:

1. *Introduction to the teaching of the deaf.*—History of the education of the deaf; extent of causes of deafness; types of schools; theories and methods of instruction; vocational needs; social and economic conditions; religious education.
2. *Language development with the deaf.*—Elementary vocabulary; sentence structure; special techniques in the approach to the use of language; common language difficulties and corrective measures.
3. *Speech training for the deaf.*—Formation and development of elementary sounds; phonetics; anatomy and physiology of the vocal mechanisms; technique of speech; analysis of normal speech as to its functional components.
4. *Lip-reading.*—Analysis of methods of lip-reading, with

practice, and with application to both the deaf and the hard of hearing.

5. *The teaching of elementary school subjects.*—Emphasis upon arithmetic and reading; language difficulties of the deaf child in all subjects; methods and materials; special problems and devices; program planning.
6. *Mechanical aids in teaching the deaf.*—Anatomy of hearing; structure and functions of hearing; residual hearing; methods of testing, classification, and training; use and operation of radioear and audiometer; visual instruction.
7. *Supervised teaching.*—Daily classroom observation, followed in second semester by experience in practice teaching.
8. *Seminar in the teaching of the deaf.*—A course to accompany classroom observation and association with the deaf; problems arising out of such experience; current literature in the field; assigned reading.
9. *Outside activities.*—Personal contact with the deaf child outside the classroom; assignment of duties on the playground, in the dormitories, and in the dining room.

Columbia Institution for the Deaf (Gallaudet College), Washington, D.C.—This is a Government-aided institution which includes in its program a teacher-training department offering a one-year curriculum for a limited number of hearing students who wish to become teachers of the deaf and who are recipients of fellowships given by the college. Entrance requirements involve graduation from a college of good standing, with a bachelor's degree. The degree of master of arts is conferred upon students satisfactorily completing the curriculum. The year's work is divided into three terms, each consisting of twelve weeks. The courses offered in each term are as follows:

FIRST TERM:

1. *Study of phonetics, sense training.*
2. *Dactylology (finger spelling).*
3. *History of education, with emphasis upon education of deaf.*

4. *Statistical study of the deaf.*
5. *Observation as a group.*
6. *Practice teaching.*—Coaching, and assisting teachers.

SECOND TERM:

1. *Phonetics, speech reading, visible speech.*
2. *Language of signs.*
3. *Fundamentals of English grammar.*
4. *Psychology applied to the deaf.*
5. *Individual observation.*
6. *Practice teaching under supervision.*

THIRD TERM:

1. *Phonetics, rhythm, auricular training.*
2. *Language development in primary department.*
3. *Language of signs.*
4. *Fundamentals of English grammar.*
5. *Principles and problems in teaching the deaf.*
6. *Observation and practice teaching under supervision.*
7. *Thesis.*

Clarke School for the Deaf, Northampton, Mass.—This is a private school for the deaf, which also receives pupils at the expense of the State of Massachusetts through the State department of education. A teacher-training curriculum is conducted throughout the school year. Applicants for admission should have completed a four-year college course or its equivalent, and may be required to pass an entrance examination. Satisfactory completion of the one-year training curriculum brings a diploma bearing the signature of the principal of the school and of the president of the American Association to Promote the Teaching of Speech to the Deaf. The work of this curriculum may be combined with work for a master's degree at Smith College or at Massachusetts State College if the credentials of the student meet the requirements of the college by which the degree is to be conferred.

The subjects included in the teacher-training curriculum are as follows:

1. *Structure and function of speech mechanism and of the organs of hearing.*
2. *Phonetics.*—Formation of English sounds, visible speech and the international alphabet.

3. *Speech teaching.*—Development of English sounds, rhythm and speech correction.
4. *Testing and training residual hearing.*
5. *Lip-reading.*
6. *Sense training and other activities for mental development.*
7. *Special methods of language teaching.*
8. *Adaptation of methods of teaching elementary school subjects.*
9. *Blackboard drawing.*
10. *History of the education of the deaf.*
11. *Psychology, with applications to the deaf.*
12. *Observation of classroom work and supervised teaching.*

Michigan School for the Deaf, Flint, Mich.—This is a State school for the deaf, which in co-operation with Michigan State Normal College at Ypsilanti (q.v.) offers a one-year training course for students who have had at least 60 semester units of college credit at entrance. It issues a special diploma authorizing its holder to teach in schools for the deaf. The curriculum includes work in *psychology, mechanism of speech, special teaching methods, classroom observation* and *supervised teaching.*

Michigan State Normal College, Ypsilanti, Mich.—Through the department of speech and the department of special education, the college offers opportunities for the preparation of teachers of various types of exceptional children. The purpose of the department of special education is to train teachers for the following groups: Blind and partially seeing, deaf and hard of hearing, crippled, mentally deficient and children of lowered vitality. The four-year curricula in these fields lead to the degree of bachelor of science and the life certificate in the State of Michigan. A laboratory school is housed on the campus which provides facilities for observation and practice teaching.

Students majoring in some phase of special education follow the regular teacher-training curriculum, with certain required subjects in the general field of special education and electives in the chosen field of specialization.

A. General Courses Required of All Students Majoring in Special Education.

1. *Education of exceptional children.*—Administrative problems connected with the education of nontypical children; principles and methods of differentiation to meet their needs.
2. *Mental deficiency.*
3. *Individual intelligence testing.*
4. *Speech correction.*—Diagnosis and treatment of less serious cases of defective speech.
5. *Mental hygiene.*
6. *Juvenile delinquency.*
7. *Industrial arts.*
8. *Abnormal psychology.*

B. Courses in the Education of the Deaf and Hard of Hearing.

1. *Mechanism of the ear and acoustic training.*—Physiology of the ear; causes of deafness; testing of hearing; stimulation of residual hearing.
2. *Methods of teaching deaf and hard-of-hearing children.*—Phonetics; language development; sentence building; rhythm; sense training; speech reading.
3. *Theory of speech reading.*—Principles of the Jena method and the Ypsilanti adaptation of it.
4. *Principles of teaching speech reading.*—Discussion of lesson plans and problems arising from the differentiation of education of the deaf and deafened.
5. *Jena materials and methods in speech reading.*—Introductory course, presenting foundation lessons, routine procedure, development, and handling of exercises.
6. *Directed teaching of children in speech reading.*
7. *Teaching deaf and hard-of-hearing children.*—Directed observation and practice teaching.
8. *Conference course.*—Discussion of the practice teaching; survey of systems of teaching speech reading throughout the United States.
9. *Teaching of speech.*—Special methods used to insure smoothness and ease in the speech of the deaf child;

speech diagrams, phonetic marking, syllabification, fluency, rhythm, accent, and emphasis. (Summer Session).

10. *Fundamentals of voice production in the deaf and hard-of-hearing child.*—Study of applied physiology of the organs of phonation and articulation as a basis for vocal diagnosis and voice improvement; diagnosis and corrective measures for faulty phonation in the deaf and hard of hearing. (Summer Session).
11. *Creation of voice in the deaf child.*—Advanced course dealing with the diagnosis and correction of voice and speech defects; individual voice and speech correction. (Summer Session).
12. *Techniques in the use of hearing aids.*—Study of mechanics of hearing aids; recording devices; expansion of hearing plan, tone quality and rhythm through hearing aids; selection of material. (Summer Session).

Wayne University, Detroit, Mich.—The college of education of the university offers nine teaching curricula in special education for the following groups: Blind, partially seeing, crippled, deaf and hard of hearing, children of lowered vitality, speech-defectives, children presenting behavior problems, mentally handicapped, and institutional cases of mental or social type. Persons preparing to become teachers of the handicapped may major in any one of these teaching fields in a four-year or a five-year teacher-training program.

Summer sessions provide for courses in selected fields, with emphasis varying in successive years. In the following list the symbol (S) indicates those which were offered in the summer session of 1936 or 1937, as well as during the regular session.

A. Courses Required of All Students Majoring in Special Education.

1. *Survey of special education.*—Educational provisions for handicapped children and their significance; characteristics of exceptional children; incidence, causes, and means of education. (S).
2. *Fundamentals of speech.*
3. *Pronunciation and correct speech.*

4. *Psychological testing.*
5. *Mental hygiene and treatment of problems of behavior.*
6. *Hygiene of human growth and development.*
7. *Occupational information for the handicapped.*
8. *Industrial arts.*
9. *Teaching techniques.*
10. *Directed teaching.*—Practice in both regular elementary and in special rooms. (S).

B. Courses Required for Education of Deaf and Hard-of-Hearing Children.

1. *Anatomy and physiology of organs of hearing, speech, and vision.*
2. *Pathology of hearing, speech, and vision.*
3. *Education of the deaf and hard of hearing.*—Diagnosis; standards of admission to classes; mechanical aids to hearing; adapted curriculum content; methods of teaching.
4. *Lip-reading and methods of teaching lip-reading.*
5. *Phonetics and methods of teaching phonetics.*—Beginning and advanced courses. (S).
6. *Technique in the use of hearing aids for hard of hearing.* (Summer course only).

Central Institute for the Deaf, St. Louis, Mo.—This is a private school for the deaf whose Teacher Training College is affiliated with University College of Washington University. "By virtue of this affiliation the degree of bachelor of science in education is granted to fully qualified graduates of the Teacher Training College of Central Institute for the Deaf who meet the requirements established by the advisory board." Two curricula are offered, one for teachers of the deaf, the other for teachers and supervisors in speech pathology. Each of these requires four years for completion. The first two years may be taken at Washington University or at any University or accredited junior college which provides the required instruction. The last two years must be taken at Central Institute for the Deaf and Washington University, subject to such requirements as may be imposed by the advisory board.

The complete curricula of the junior and senior years are given as follows:

A. Courses for Teachers of the Deaf.

Junior Year:

1. *Anatomy and physiology of speech and hearing.*
2. *Preschool deaf.*
3. *Applied phonetics.*
4. *General psychology.*
5. *Tests and measurements.*
6. *Principles of teaching and practice teaching.*
7. *Principles and pedagogy of lip-reading.*
8. *Physics of sound.*

Senior Year:

1. *Pathology of speech and hearing.*
2. *Advanced phonetics and phonetics laboratory.*
3. *English for deaf.*
4. *Child psychology.*
5. *Abnormal psychology.*
6. *Speech correction.*
7. *Practice of lip-reading.*
8. *Acoustic laboratory.*
9. *Speech clinic.*
10. *Practice teaching of oral method.*

Lexington School for the Deaf, New York, N.Y.—This is a private school for the deaf, receiving State pupils. It cooperates with Teachers College, Columbia University, in preparing teachers of deaf children. Graduation from a standard college, with a degree of bachelor of arts or bachelor of science and an acceptable record in all respects, is required for admission. The course is one year in length and leads to a certificate to teach the deaf. It may also be presented in satisfying requirements for a master's degree. (For details, *see* Teachers College, Columbia University.)

New York University, New York, N.Y.—Through its School of Education the university offers a curriculum for teachers and supervisors of special education in classes or schools "for the visually handicapped, hard of hearing, speech-defective, crippled, gifted, and delinquents. . . ." [Courses concerned with several or all types of exceptional

children include those in psychology and educational methods of teaching exceptional children; mentally atypical children; physically atypical children; field work in clinics for handicapped children; seminar in guidance and special education.]

A. Courses in the Education of Deaf and Hard-of-Hearing Children.

1. *Anatomy and physiology of the ear.*—Conditions producing defective hearing; tests and measurements used in detecting hearing disabilities.
2. *Practicum on the education of the hard of hearing.*—Identification of hard-of-hearing children; history and types of educational provision; methods of adapting school program; administration and supervision; mental hygiene and vocational counseling.
3. *Supervised student teaching.*

[*St. Mary's School for the Deaf, Buffalo, N.Y.*—After the U. S. Office of Education had gathered the data for its study of opportunities for the preparation of teachers of exceptional children, announcement was made by St. Mary's School for the Deaf that a co-operative program of training for teachers of the deaf approved by the New York State Department of Education had been established with the aid of the School of Education of the University of Buffalo. The requirements for admission, and the curriculum, are described in the ANNALS for January 1938 (vol. 83, no. 1), pp. 96-98.—*Editor,* ANNALS.]

Teachers College, Columbia University, New York.—Teachers College will provide for the admission of students who wish to enter the field of the education of the handicapped or to continue their professional preparation in this field, on the following levels as:

(1) Candidates for the degree of bachelor of science. Applicants must have completed at least two years of normal school or college work acceptable to the committee on admissions, and must have had at least two years of teaching or other appropriate experience.

(2) Candidates for the degree of master of arts, admission based on the completion of an acceptable undergraduate curriculum.

(3) Candidates for a teachers college professional diploma in some area of the education of the handicapped, a program representing two years of graduate work, at least one year of which must be completed in Teachers College. This group would include students who have completed one year of graduate study in a subject-matter field and who wish to make special application of the work in this field.

(4) Candidates for the degree of doctor of education or doctor of philosophy, representing approximately three years of graduate study.

(5) Special students who are qualified to take certain courses in this field but who do not wish to become candidates for a degree or diploma.

The courses offered for the preparation of workers with the handicapped are organized in different groups according to the area of specialization, each of which deals with the preparation of teachers and other workers for the education of one type of the handicapped. The areas of preparation specified are: Education of the blind; education of the partially seeing; education of the deaf; education of the hard of hearing; education of the crippled; education of the mentally handicapped; education of the handicapped in speech; education of the socially handicapped; guidance and personnel work with the handicapped.

A. Courses Required of all Students Majoring in the Education of the Handicapped.
   1. *Psychology of exceptional children.*—Consideration of all types of handicapped children; demonstration.
   2. *Social psychology.*
   3. *Vocational and educational guidance.*
   4. *Case work with the handicapped.*
   5. *History and general survey of the education of the handicapped.*
   6. *Problems in tests and measurements of the handicapped.*
   7. *Problems in curriculum construction for the handicapped.*
   8. *Industrial arts for the elementary grades.*

B. Courses in the Education of (I) Deaf; (II) Hard of Hearing.
   1. *Survey of ear conditions.*—Anatomy, physiology, and common pathology of the ear; classification of hearing

impairments for educational and vocational purposes; means of augmenting residual hearing.

2. *Anatomy, physiology, and hygiene of the vocal mechanism.*
3. *Special methods of teaching the deaf.*—Adaptation of Montessori and kindergarten methods; development of language; silent reading; lip-reading; outline of work for each grade.
4. *Teaching of speech to the deaf.*—Development of good voice quality and accurate English sounds; problems of stress, assimilation, syllabification, breath groups, and intonation.
5. *Teaching lip-reading to the hard of hearing.*—Historic background; phonetics; lip-reading theory and practice. (Elementary and advanced courses.)
6. *Methods of testing auditory acuity.*—Approved mechanical methods of individual and group testing of hearing, and resulting educational classification.
7. *Speech improvement and correction.*
8. *Observation and supervised practice teaching of the deaf.*

North Carolina School for the Deaf, Morganton, N.C.—This is a State school for the deaf, and offers a one-year curriculum for teachers, with a second year of teaching under supervision at minimum salary. A degree from a four-year college of A rating is required for admission. Completion of the curriculum leads to a special diploma for teaching the deaf.

The courses offered include the following:

First Semester.

1. *History of education of the deaf.*—Reading course of an informational nature.
2. *Formation and development of elementary English sounds.*—Phonetics and visible speech; voice placement.
3. *English grammar.*
4. *Observation of classroom work.*
5. *Practice teaching under supervision.*

Second Semester.

1. *Reading course.*—Current literature on education of the deaf.
2. *Methods of teaching elementary subjects.*—Develop-

ment of language by grades; geography, history, reading, and arithmetic; sense training and hand work.

3. *Physiology of the ear, nose, and throat.*
4. *Methods of training residual hearing.*
5. *Methods of teaching lip-reading to adults.*
6. *Phonetics.*—Review and advanced work.
7. *Observation of classroom work.*
8. *Practice teaching under supervision.*

Ohio University, Athens, Ohio.—A four-year curriculum is offered leading to the bachelor's degree with a major in special education; also a two-year diploma course for teachers in special education. A unit of the University training school is equipped for practice. [Courses concerned with all types of exceptional children include: Psychology of exceptional children; organization and management of special classes; clinical psychology.]

Courses in the Education of Deaf and Hard-of-Hearing Children (Summer Session).

1. *Mechanism of the ear and acoustic training.*—Causes of deafness, retardation of the hard-of-hearing child, testing of hearing, acoustic training to stimulate residual hearing.
2. *Theory and practice in lip-reading.*—Preparation of lessons for beginners; study of formation and combinations of sounds; special work in recognition of sound defects occurring in speech of deaf children.

St. Rita School for the Deaf, Cincinnati, Ohio.—This is a denominational school which offers courses during the summer in the education of the deaf. Through a co-operative arrangement with Athenaeum of Ohio they may be included as part of a program leading to the degree of bachelor of science in education for teachers of the deaf. The courses announced are as follows:

1. *Speech for the deaf, I and II.*—Visible speech and diagrams as teaching devices for the deaf; anatomy of ear, nose, and throat; formation and development of sounds; voice culture; auricular training.
2. *Methods of developing language work among the deaf.*—Recognition of names of objects from the lips; development of reading and writing vocabulary.

3. *Language work.*—Special attention to the development of language in the intermediate grades.
4. *Special elementary methods for the deaf.*—Methods applicable to the drill subjects of the lower elementary level.
5. *Correction of speech defects.*—Demonstration and laboratory work in teaching the deaf to speak correctly; diagnosis of defects and correction.
6. *Student teaching.* (During the regular session).

Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh, Pa.—This is a State school for the deaf which offers a curriculum for teachers. A collegiate degree is required for admission. Upon satisfactory completion of training a special certificate is issued for teaching the deaf. The curriculum includes consideration of the following subjects:

1. *Study of the young deaf child.*
2. *Preparatory sense training.*
3. *Phonetics or speech training.*
4. *Voice development and rhythm.*
5. *Speech reading.*
6. *Measurement and training of residual hearing.*
7. *Language development.*
8. *Teaching methods.*
9. *History of the education of the deaf.*
10. *Religious instruction.*
11. *Class and school organization.*
12. *Observation and practice teaching.*

South Dakota School for the Deaf, Sioux Falls, S.D.—This is a State school for the deaf, and offers a two-year curriculum for teachers. Minimum entrance requirements include completion of two years of college work or graduation from a State normal school. A special diploma is issued certifying to satisfactory completion of the two years' work. The subjects considered include:

First Year:

1. *Speech.*
2. *Kindergarten and Montessori methods.*
3. *English grammar.*
4. *Language and allied subjects by grades.*
5. *Observation of classroom work.*

Second Year:

1. *Advanced work in speech.*
2. *Language and allied subjects by grades (continued).*
3. *Planning daily program.*
4. *The Five-Slate system of language building.*
5. *Anatomy and physiology of ear, nose, and throat.*
6. *History of education of the deaf.*
7. *Reading course.*
8. *Observation and practice teaching.*

State Teachers College, Milwaukee, Wis.—The Division of the Education of Exceptional Children of the College offers facilities for the training of teachers of children who are physical or mental deviates from the average. At present three types of curricula are offered: education of the mentally handicapped; education of the deaf; and speech correction. A four-year curriculum in any of these fields leads to the degree of Bachelor of Education.

A. Courses Required in Each of the Three Curricula.

1. *Psychology of exceptional children.*—An orientation course dealing with all types of exceptional children.
2. *Education of exceptional children.*—General survey of the field, including consideration of all types of physically and mentally handicapped, as well as gifted children.
3. *Mental testing.*—Use and interpretation of intelligence tests with emphasis upon their application to exceptional children.

B. Courses in the Education of Deaf Children.

1. *Physiology of the organs of speech.*—Anatomy, function, and hygiene of the organs of speech and hearing, with special reference to the conditions of deafness and as a basis for speech development.
2. *Social studies of the deaf.*—Social and economic conditions among the deaf; significant trends in their education.
3. *Education of the deaf, I and II.*—Educational aims and techniques; formation and development of elementary English sounds; acoustics; rhythm; language.
4. *Student teaching, I and II.*—Supervised work with both hearing and deaf children; observation and case studies.

A Survey of Facilities for the Education of the Deaf in Nebraska

A Review

By Charles G. Rawlings, M.A.
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Part II of the report on the Nebraska Survey of Social Resources, sponsored by the State Child Welfare Bureau in 1936, in conjunction with the Federal Works Progress Administration, contains a thorough review of the provisions for the education of the deaf and hard of hearing in that state. Dr. Olive A. Whildin, director of special education, Baltimore, Maryland, was called upon to carry out this portion of the extensive study. Dr. Whildin's report is embodied in twenty-five pages of the final report issued in bound mimeographed form and includes many graphs and tables. It will be impossible to reproduce the latter in this brief review but an interpretation of them will be attempted.

Dr. Whildin introduces her report with a short discussion of methods of teaching the deaf, pointing out that these should not be confused with methods used in communication advocated by schools for the deaf. The line of distinction drawn is that teaching methods refer to procedures used in content and drill subjects while methods of communication refer to (1) sign language, (2) finger spelling, (3) lip-reading (4) aural use.

The Nebraska law provides that all deaf pupils be instructed by the oral and aural methods. The investigator takes exception to this provision, stating that all children cannot be treated alike and that instruction by finger spelling may be necessary for certain groups of children in any school where a large number of deaf children are gathered together. She further states that under no circumstances should signs be permitted during the developmental period of a deaf child's life.

Two small day-schools are in operation in the state of Nebraska, located at Lincoln and at North Platte. In 1936 the enrollment was thirteen children in the former and nine-

teen in the latter. The following information on the Nebraska day-schools was gained by a visit of the investigator to the Lincoln school only. These schools are state supported and the oral method must be used. The teachers must be orally trained in a training school that is recognized as giving such training. No course of study is provided for the children in the day-school. The subjects to be taught and time allotments for each are left to the judgment of the teacher and she follows the courses of study in the regular schools so far as possible.

Dr. Whildin states that she found little or no activity on the part of the children although there is ample space for such a program. It is further stated that hard-of-hearing and deaf children are indiscriminately grouped, a condition that is not beneficial to either, and that there is no systematic grading of the children.

The equipment of the day-schools appears to be insufficient. They should be supplied with hearing aids and an audiometer with which to carry on some sort of testing program. There are no vocational facilities for the children, although those who are able may go into the regular junior high schools or to the state school for the deaf and get the benefit of a vocational training.

A table showing the financial statements of the day-schools for the past five years indicate that practically no money was spent for supplies at the Lincoln day-school although at the end of each year there was a large total balance unspent in the fund.

Enrollment figures in the day-schools show a very slight increase and it is suggested that it is not possible to believe that all children in need of this special work in and around each city are being cared for.

The second part of Dr. Whildin's report deals with a survey of conditions at the Nebraska State School for the Deaf. She begins this section with a short history of the school and a further discussion of the state statute relating to the school. These are the regulations dealing with compulsory attendance, school census, financial responsibility, instruction (oral method required) and administration under the Board of Control.

The school for the deaf is administered by law by the Board of Control which is not an educational body. The investigator suggests that it might better be placed under the direction of the state Superintendent of Public Instruction.

Each department of the school for the deaf is in the care of a head teacher who not only supervises the work of other teachers, but also teaches a class. The point made is that such an arrangement eliminates all possibility for adequate supervision, and the suggestion is offered that one well-trained supervisor or principal could be responsible for the entire school. A better grading system could be worked out and along with it the necessary courses of study. It is further stated that a program for administering standard achievement tests should be planned and the growth of the children studied year by year.

According to a chart the teaching experience of the twenty teachers on the staff covers a period of from 39 years to three years. Of these twenty, only seven have taught in other schools. The investigator pointed out that the low turnover is commendable, but the danger of narrowness of vision and of lack of professional growth is a likely result unless systematic plans for extension courses and participation in general state educational programs are projected.

The investigator deplored the low salary scale in effect at the Nebraska School and states, "The salaries of the Nebraska School compare unfavorably with those of other state schools for the deaf . . . and are very much lower than those of the teachers of the day-schools. An effort should be made to make the salary scale of the teachers of this school commensurate with the experience and training which they have had."

There were 213 children with defective hearing being cared for in Nebraska in 1936; 191 in the state school, thirteen in the Lincoln Day-School, and nine in the North Platte Day-School. According to a study made by Fowler and Fletcher fourteen per cent of the general school population suffers from defective hearing. This means that there are probably 900 children in Nebraska who should be given special educational instruction, the conclusion being that the state is obviously not giving adequate heed to this problem.

The discussion of the medical care and health of the pupils leads to several interesting suggestions and conclusions. It is pointed out that although there is a physician on the staff of the school he is called into the school by the resident nurse only when she feels that he is required. For the remainder of the time the health of the pupils is in the hands of a conscientious but untrained nurse. The proper arrangement should include a physician whose duties require him to visit the school every day.

The weight-height-age table for the year 1935-36 indicates a serious lack of the increase in weight to be expected for normal growing children. The schedules of the children are very full. If these were lightened, combined with partial elimination of housecleaning and dining-room work, together with a better planning of the diet by a trained dietitian for the amount of money spent, the investigator feels that the weights of a large number of children would return to normal expectancy.

The curriculum for the state school was found to omit an organized reading program, health teaching, safety education, science, social studies for the lower classes and aural training throughout the school. These should be included in the course of school study. Also, no courses of study in any subjects are available and there is no indication of faculty meetings for professional growth or for the discussion of courses of study.

In discussing school progress the investigator has this to say, "Considering the lack of adequate supervision, the inadequacy of tests, the lack of a course of study, the undesirable classrooms used by the younger children, and the shortness of the school day, there is probably not as much progress being made academically as could be made were these conditions altered."

The report brings out the fact that 22 per cent of the pupils of the state school for the deaf come from one county and that there is an obvious need for intensive field work to better acquaint the residents of rural districts with the advantages offered by the state for the education of deaf children.

In many particulars the buildings, furniture, and equip-

ment are not adequate. A fine industrial training building has been erected and a school building is in the process of being completed, but the auditorium is improperly equipped for an effective educational program.

The constructive feature of the study lies in the series of recommendations made. These include the following points.

1. The state school at Omaha should be placed under the state department of education. If this is not possible, a non-partisan, non-salaried committee of six specialists in education and child welfare should be appointed to advise with the superintendent and present board of control on the matter of policies.

2. Hard-of-hearing children should be educated in day-schools, not in the state school.

3. Hard-of-hearing children should not be placed in classes for the deaf; special conservation-of-hearing classes should be provided for them.

4. In the public schools of the state two types of classes should be provided for hard-of-hearing children; (a) Conservation-of-hearing classes for those who are retarded and whose speech patterns have become defective; (b) lip-reading instruction by itinerant teachers for children who otherwise are able to remain in their regular classes.

5. The work for the deaf and the hard of hearing throughout the state should be co-ordinated under the direct supervision of the superintendent of the state school.

6. Both state and day-schools should be reorganized for purposes of pupil classification and grading.

7. A field officer should be appointed.

8. New and improved school equipment should be installed. This should include an audiometer and hearing aids.

9. Reorganization of the vocational instruction for both boys and girls should be carried out, based on vocational opportunities in the state.

10. A committee of instructors should be delegated to formulate courses of study for both the academic and vocational departments.

11. Methods of instruction should be less formal and more in agreement with methods prevailing for hearing children.

12. Methods of communication should be English, through speech and lip-reading, writing, finger spelling, or through residual hearing.

13. Comprehensive, cumulative records should be kept for each child, including such data as intelligence, achievement, school progress, hearing, medical history, and social traits.

14. Plans for in-service training and extension courses should be made by the superintendent of the state school for the members of the teaching staff.

15. The state school should have in its employ a qualified psychologist, preferably one of its teachers specially trained for such service.

16. The state school should employ a trained nurse.

17. Effort should be made to establish a retirement and pension plan for the benefit of the teachers of the school.

18. Increased salaries should be paid commensurate with the experience and training of the teachers.

19. An academic principal or supervisor for the entire school should be appointed.

20. The entire system of illumination in all class and study rooms should be revamped.

21. A state dietitian should be appointed to provide better planning of the school menus.

22. Physical education should have a regular place in the daily schedule of both boys and girls.

23. Additional maid service should be obtained to relieve the pupils of unnecessary institution duties.

24. Systematic surveys of hearing should be conducted throughout the state under the general supervision of the state school superintendent in co-operation with the Nebraska League for the Hard of Hearing.

25. A careful study should be made of every child three years after placement in a class for the deaf to determine whether there is need for change to a class where finger spelling is employed or whether full oral training should be continued.

26. The Nebraska League for the Hard of Hearing should be reorganized with a trained social worker in charge.

The New State School for Negro Deaf in Louisiana

By S. Leon Netterville
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The State of Louisiana has recently completed a new building for the teaching of its Negro deaf children. This new building has been in process of construction for more than six months, but it is now completed and ready for use. It was built and furnished by the State and Federal Government at a total cost of $75,000.00.

Ten years ago the State of Louisiana passed a bill creating a State School for Deaf and Blind Negro pupils, but due to lack of funds, only the school for the blind was built at that time. The school for the deaf was begun in the early months of 1938. The state appropriated $10,000 a year for its support and maintenance, but as there was no building this amount passed into a building fund, supplemented by Southern University and A. & M. College under whose administration this school functioned, and aided further by Federal funds, thus making it possible for the school to be built.

The School for the Deaf is a large one-story brick building with two wings, well equipped and amply sufficient to take care of at least 100 deaf children. The efforts to secure such a building and to obtain sufficient funds were motivated by Dr. J. S. Clark, who was president of Southern University until July 1, 1938 when he retired and became president-emeritus. His efforts in building this school, a beautiful edifice, were like those he put forth in building Southern University where he served as president for twenty-five consecutive years.

The School for the Deaf is located on the campus of Southern University and A. & M. College in North Baton Rouge, Louisiana and the President of Southern University is its superintendent. There is thus ample ground for agricultural instruction, etc., as the pupils may be required to take. The real purpose of the school is to train the handicapped children not only from a literary standpoint but from an industrial standpoint in an effort to fit them to be of larger service to

themselves as well as to the state. Its curriculum is so constructed that these handicapped children will receive such training as will lead them into the larger and fuller life so that they can rightly adapt themselves into the affairs of the world, in order that they might live and be happy.

The institution is under the control of the State Board of Education. Therefore, its maintenance and support should always be in sufficient quantity to take care of its needs.

Louisiana has, from a survey, approximately 75 Negro deaf children and it is the purpose of this institution to reach the majority of these children and help them in the new world that will open to them.

Dr. J. S. Clark, under whose supervision this school was built, selected a faculty before he retired, with Mr. E. L. Gordon, Sr., as principal. Mr. Gordon has had the type of training and experience that should prove of benefit to the new school. A faculty of seven persons have been secured to carry on the new program and it is hoped that this school will, in every way, prove worthy to the state.

The curriculum will embrace the preparatory, primary, intermediate and the junior high school, and will be so arranged as to prepare the pupils for some useful place in life. An effort will be made to reduce the use of signs to the very minimum. The school will endeavor to keep abreast with the changing trends in educational progress.

Health Education in the Curriculum of Schools for the Deaf

By JACOB CASKEY, M.S.
Instructor in the Indiana School, Indianapolis, Indiana

CONSCIOUS education aims to improve life. It must begin with the world and life and human nature as they are and find in these ways and means of making life better.[1] In this education health and the means to improve it are embodied as a significant and vital factor.

In the schools for the deaf health education must become an integral part of the curriculum. In the normal child's life some of the principles of health are necessarily taught in the home. The deaf child's home for the greater part of the year is the school and he must look to it to give him knowledge and health habits that he would otherwise get in the home and which will stand him in good stead in later life. This becomes even more significant when we realize that during the time the child is home effective means of communication between the child and parent are not always present and the parent's lack of knowledge of the psychology of their child will result in the impossibility of receiving much aid from this source. We then of the schools for the deaf must awaken to this and keep our health education element in the curriculum on the highest level possible and seek to provide the deaf child with that which he fails to get in the home, besides imparting to him all that the school must ordinarily impart to the normal child.

Health education should give the child more than just exercise and recreation. It should give to the pupil information about himself and environment that will aid him in improving and maintaining his health and will allow him to meet his needs intelligently. It should supervise his health and give him health service that will be in accordance with his needs. All functions of this program should correlate with but one end in view, a better, healthier, happier individual.

What shall we include in the health education category of

[1] Kilpatrick, W. H., A Philosophy of Education, New York, Century Company, 1932.

the curriculum? We must study the results of the medical examination which should be required of every pupil in every school for the deaf at least once a year, and search out the defects that can quite often be remedied by making the child aware of his condition and pointing out to him how medical care or a change in habits can greatly benefit his health and welfare. When we consider this health part of the curriculum, we should consider personal hygiene first. This is essential because the older the individual becomes the more difficult is it to form and to change habits. Then, too, if the child masters the fundamental habits he not only will create a substantial foundation for future individual health but he will be able better later to understand the concepts that make up community and general health. These personal hygiene factors should include good eating habits, proper elimination habits, exercise, correct posture, fresh-air consciousness, foot hygiene, skin hygiene, body cleanliness, and others to be listed later. Besides the health instruction, the program should also include health service such as efficient medical, dental and nursing service. Provision for eye care should also be made as nothing retards the deaf child more educationally than bad eyesight, as he must rely upon visual perception more than upon any other sense.

Further developments in the curriculum should include the teaching of safety and first aid, temperature regulation, effects of alcohol and narcotics, and sex hygiene. The sex hygiene course should begin with knowledge of reproduction in plants and animals and be developed in accordance with the age of the pupil in relation to other phases of social education. Weights and heights records should be carefully kept and made available to the pupils at periodic times. This arouses an interest in the child in his growth process and will stimulate him to think of better health.

The trend in education in general is the breaking down of traditional lines between subjects, and this more than ever gives health education the opportunity to correlate with other subjects, especially with the natural sciences. If we do not immediately take advantage of this opportunity, we are indeed neglecting a valuable opportunity.

The physical education program is also a vital part of the health curriculum. Most people have the idea that health and physical education are the same thing; this idea is however an erroneous one. Physical education deals with activities whose nature promises health as one of the outcomes. The importance of physical education is accentuated because it involves the development of the organic systems of the individual through physical activities and the proper development of these systems is the basis of health. In our physical education program we should foster activities for all, not just for the chosen group of the student body that comprises the athletic teams. In some schools there has not been the realization of the benefits and opportunities of organized play for all and such schools are thereby failing to extend the health curriculum to its fullest extent and advantage. In this program we should include games for all that will include a maximum of good for the greatest number concerned. A recent survey by the writer has revealed some startling deficiencies in the physical education programs of many schools while others are very progressive.

In our athletic program we must remember always that we are dealing with a growing individual and we must exercise great care not to overtax his strength and perhaps weaken him for life. We cannot stress this point too much. In some instances where precautions are lacking, the health curriculum suffers and the purpose of physical education is being defeated. The best qualified person obtainable should have charge of this program and not some overworked supervisor as is sometimes the case. Properly controlled, this program becomes a valuable asset to the school and its dividends are many. One more point should here be emphasized, and that is, to concentrate on outdoor activity as much as possible, for herein lies the greatest opportunity for the greatest amount of good—good wholesome activity in the open air.

Although it is not a direct factor in the curriculum, the school plant contains vast influences with regard to the health education program. We must recognize that environment has an important place in developing a health consciousness and this would be impossible in poorly constructed,

badly maintained, insanitary or poorly lighted buildings. For this reason administrators are constantly on the alert and are attempting to improve conditions.

Brief reference should be made to mental hygiene. Educators are more and more coming to realize that this is an important consideration in the all-round health of the individual. As mental hygiene is too intimately bound up with the whole program, an adequate treatment of the subject would call for a lengthier discussion than is possible here. Nevertheless, as we are just on the threshold of an era of development in this in schools for the deaf, we may hope for an enlarged interest and more practical research activity in this field which so vitally concerns itself with the self-expression, adjustment, and efficiency of the individual.

In summing up this discussion of the health curriculum in schools for the deaf we may say that it embodies three fundamentals; protection, correction, and prevention; and when these are made to co-ordinate to the utmost the program functions to the best of its capacity and enables us to recognize that health is the most important resource of the nation. We must not only conserve it, but we must constantly seek to develop it to a higher constancy.

The New Location of the New York School[1]

THE ONE hundred and twentieth year of the New York School for the Deaf opened at the new location on Knollwood Road, White Plains, last week with the arrival of the pupils of the Primary Department on Tuesday, September 6. The following week the older boys came trooping in and the fall term started in full swing. Enthusiasm over the new place in general was manifested—all being intrigued by the rooms, buildings, grounds and countryside.

To those who had visited the place the year before when the ground was then yet unbroken, it seemed as if a magic wand had brought into being a splendid group of buildings set on the crest of a hilltop, giving the rightful impression of what it is—a citadel of learning.

As one drives up Knollwood Road to the school entrance, the whole ensemble of buildings comes into view, and the macadamized private road leads in a long semi-circle to the wide stone entrance stairway up to them. The buildings are arranged along the northern and southern sides of a large rectangle of ground to be known as the campus. A tall flagpole in the distance, new and glistening white, is at the eastern boundary, while the entrance stairway marks the western end, overlooking the newly seeded athletic field lower down, as well as the rolling countryside beyond.

On the right is the Administration Building. The ground floor contains the hospital, wards, bedrooms for patients and nurses, as well as clinic and dental rooms. On the first floor are the superintendent's office and offices for the secretary and the steward, the general office and vault. The parents' room, officials' room and library are also located on the first floor, and in the rear is the reading room and some classrooms. The second floor is given over to private bedrooms for the staff; classrooms are also located on this floor.

This building being L-shaped, the extension is called the Academic Wing. The auditorium is on the ground floor, with

[1] For the description that follows we are indebted to the *Deaf-Mutes' Journal*, September 15, 1938.—*Editor*, ANNALS

classrooms on the upper stories. The Administrative Building has been named Peet Hall, in memory of Harvey Prindle Peet and Isaac Lewis Peet, both former principals of the school and long connected with it in various capacities during the early years of its history.

All buildings are about a hundred feet apart, giving ample light and air to all rooms. Next in line are the two dormitory buildings, which are divided entirely into medium-sized bedrooms for from four to six pupils each, and private bedrooms for counselors on each floor. Assembly and reading rooms occupy the ground floors. One building is for the primary boys and is named Stoddard Hall, after Rev. Charles Augustus Stoddard, for many years a director of the school and who was president for several terms.

The older boys' dormitory is named Jesup Hall, in honor of Morris K. Jesup, another director for a long period of years and who gave liberally of his time and purse for the advancement of the school.

On the other side of the campus, directly opposite Peet Hall and alike in shape is the Vocational Building. Under one roof are all the various vocational classrooms, which were widely scattered at the old school. The ground floor contains rooms for trades with heavy machinery—auto mechanics, baking, general metals, general shop and printing office. The first floor has the vocational principal's office and rooms for cabinetmaking, art metal, photography, spray painting, furniture repair and sloyd shop. General science, mechanical drawing and shop mathematics, handicraft, jewelry and general art, tailoring, sign painting, shoe shop and electric shop rooms are on the second floor. The building is named Ford Hall, honoring James B. Ford, long a director of the school in former years, and who was keenly interested in the vocational department and was the donor of much new machinery for the shops, and who also left a large legacy to the school.

The dining hall building stands next. The pupils dining room is a very large room, stately with its tall arched windows and blue walls, with an added tone of richness contributed by the drapery and exquisite chandeliers. The blue linoleum and new maple tables and chairs put the room on a

par with the banquet halls of any modern hotel. In addition to the main dining hall the first floor also contains smaller separate dining rooms for the staff, guests and employees, besides the all-important kitchen. The ground floor has the boiler room, linen rooms, service rooms, laundry and bedrooms for the help. The second floor also has bedrooms for the employees.

The dining hall has been named Winthrop Hall, in honor of the long line of directors from the Winthrop family, beginning with Benjamin Winthrop, who have shown great interest in the school almost since its very inception and served in every capacity. The present representative is Bronson Winthrop, who is second vice president of the board of directors and chairman of the executive committee.

At the extreme ends of both the northern and southern boundaries of the terraced grounds are two smaller buildings which balance the setting. One is the gymnasium, large enough in itself and given over entirely to one great room of ample proportions for regulation basketball courts and other needs. Downstairs are the offices, locker rooms and showers. It has been named Currier Hall, honoring Enoch Henry Currier, who was principal for 24 years after being a teacher nineteen years. It was Mr. Currier who instituted physical training at the school and also military training for the boys.

The other building, lastly but not least, is the superintendent's residence. The architecture is in keeping with the rest of the plant, and the house has ten rooms in all.

Much of the ground now in use has been seeded, some fir trees have been planted to screen the service yard, and buildings around the campus are connected with macadamized walks. When the grass takes root and when the other trees and shrubbery, yet to come, are put into place, the new school will have such a dignified grandeur as a whole that it will bring a surge of pride to those who have labored to bring it all about, likewise to the staff to whom is entrusted the task of maintaining the high standard of the school in its particular field of the Educational Department of the State of New York.

The Hearing Study Series of the National Health Survey

By JONATHAN HALL, M.A.
Research Fellow and Instructor, Gallaudet College, Washington, D.C.

JUST WHAT is "normal hearing"? This is one of the important questions for which an answer is sought in the *Preliminary Reports of the National Health Survey (1935-1936)* in the *Hearing Study Series* bulletins, Nos. 1, 2 and 3.

This project was sponsored by the United States Public Health Service, Division of Public Health Methods of the National Institute of Health, with the aid of grants from the Works Progress Administration.

The Preliminary Reports issued thus far cover the following topics:

1. Significance, Scope and Method of a Clinical Investigation of Hearing in the General Population.

2. Preliminary Analysis of Audiometric Data in Relation to Clinical History of Impaired Hearing.

3. Prevalence of Aural Pathology and Clinical History of Impaired Hearing Among Males and Females of Various Ages.

The program of the survey was an extensive one. After a review of the previous sources of information on the prevalence of various types of hearing impairments it was concluded that there was insufficient data for the setting up of a standard for the population in general. In November to March, 1935-1936, a comprehensive canvass was made of 2,800,000 persons in 85 cities and 23 rural areas in nineteen states, by a house-to-house inquiry of some 800,000 families. In the spring the Public Health Service undertook a clinical study based on approximately 9,000 of these persons previously canvassed, taking in an age range from eight to 90 years, and evenly divided with reference to sex. An attempt was made to include a representative group for the United States. Population characteristics and physical efficiency data were carefully recorded for every individual.

The clinical investigation included a recording of hearing

impairments, aural pathology and a history of illness of each of the 9,000 odd persons. It was conducted with the co-operation of a group of well known ear specialists and physicists of the Bell Telephone Laboratories. Seventeen 2-A audiometers, continuously checked, with the use of control groups, were employed in effective soundproof booths located in twelve of the 84 cities canvassed.

The great mass of data and statistical material now being compiled and published reveals very interesting results. The various manufacturers of audiometers are wondering just how their instruments should be calibrated, and are hoping that nation-wide hearing norms will soon be established by these investigations.

In the statistical analysis five classifications of hearing ability from "normal" to "total deafness for speech" were adopted, and frequencies and various percentage distributions were computed for each of these classes.

One of the very first things that we find upon looking over the bulletins is that the statistical constants for ears reported as "normal" seem to disagree with the old standards of the 2-A audiometer. Average threshold curves drawn according to these constants all show a consistent and definite unevenness, suggesting that different corrections should be made for each tone of the "standard" audiometer. When the output of the audiometer at 2,048 cycles was taken as a reference level, it was found that the tones from 64 to 128 cycles were from two to three decibels too weak, and for 256 and 512 cycles the audiometer was from six to seven decibels too weak. At 4,096 and 8,192 cycles the difference was even greater.

All of this implies that tests with the audiometer and other devices calibrated like it have been making out people to be more deafened than they really were. Therefore, the suggestion was made that the correction of the audiometric calibration would require increasing the power output at the "weak" points by the amounts newly determined.

Still another interesting item derived from these average threshold curves is that a person having so-called "normal" hearing in only one ear may be expected to have slightly less

acuity in this ear than will be found in the poorer ear of a person with "normal" hearing in both ears. It is to be understood here that the classification designated as "normal" has its own range from high to low, just as any of the other classifications adopted in this study.

Although the question of the probable location of the "threshold of feeling" or limit of absolute deafness is one of considerable controversy, the survey did not include detailed research in this direction. The reason for this is the fact that such a research would involve sound levels or "sound power" greater than the present 2-A audiometer is able to produce. Special equipment would have to be constructed in this case. However, one bulletin shows a graph of the probable limit of absolute deafness which is explained to represent only a hypothetical limit obtained from statistical deduction.

In an extensive comparison of many pairs of ears a very definite trend was found toward bilateral similarity in degree of impairment. When the average hearing losses were charted according to the various classifications adopted by the survey, it was seen that for each class the average difference in hearing loss between the better ears and the worse ears was very little. This difference was from five decibels to ten decibels at the most.

Then, putting it in as few words as possible, we might say that the average trend is for the two ears of an individual to be very much the same as far as the hearing ability is concerned. That is, if one ear is defective it should be expected that the other ear is defective in nearly the same degree.

There are also other figures given to show this tendency. Among the persons examined it is seen that if either ear is normal, the other ear is normal for 89.5% of the persons. If either ear is impaired to the extent that direct conversation cannot be understood, the other ear is similarly defective in 70.5% of the cases and normal in 10.5% of the cases.

A further study in the survey is to discover the relationship between hearing ability and diseases of the ear. In the third bulletin on the Prevalence of Aural Pathology, statis-

tical figures showed that of 10,099 ears having some sort of pathological condition, 50.7% were classified as "normal" in hearing ability. Among those ears physically normal, 81.2% were found to have normal hearing. That is to say, half the ears having any diseased condition were found to be normal in hearing acuity, and four fifths of the physically normal ears were normal in hearing acuity.

It was found that in the age group from five to fourteen years, the prevalence of normal ears in every detail is 50.7%; but that in the age group of 65 years and over the prevalence of entirely normal ears is 16.1%. Another important point shown is that the most rapid decline, pathologically speaking, begins at the age of 25.

In concluding, we might say that although an unusually large number of people were examined in this survey, it does not necessarily follow that this group will be universally accepted as being a representative one. In all probability there will be much further research as one outcome of this most enlightening and valuable survey by the Public Health Service.

Ewing and Ewing: The Handicap of Deafness

A Review

In their book "The Handicap of Deafness," Irene R. Ewing and Alex. W. G. Ewing, both special lecturers of the Department in the Education of the Deaf, University of Manchester, England, have produced a volume that promises to take its place as one of the commanding works in print on the subject of deafness. The book fills a long-felt need in that it presents a thorough, balanced, unbiased review of the widely ramifying aspects of deafness in its social and educational effects. It brings together full information on the most recent tendencies on the measurement, training and use of residual hearing, the value of lip-reading and methods of imparting it as a skill, the characteristics of hearing aids and their advisability—all in relation to the work of the school for the deaf. The presentation is clear and the reader is not burdened by minute and unnecessary details of anatomy or historical background. It provides a valuable body of practical suggestion for those who are themselves deaf or for workers who serve the deaf.

Brief reference to the chapters will make clear the scope of the work. The first, Problems of Deafness, maintains that now more than ever before is it possible to make effective measurement of degree of hearing loss with a greatly increased likelihood of effective alleviation. In another chapter, The Deafened Adult, the writers refer to their extensive clinical experience as proof that in the majority of instances of severe loss of hearing substantial help can be obtained from the use of an electrical aid. The chapters that follow continue the theme; in Lip-reading the deafened adult finds an art that well repays for the trouble of acquiring it; The Speech of the Adult Who Becomes Deaf is a discussion to show that deterioration in speech patterns may be avoided if the deaf person will give the proper heed.

A good portion of the book, Chapters V through XI, explains the physical relationships of Hearing, Speech and Music; the Detection and Assessment of Deafness, or a

careful explanation of audiometric measurement; The Detection of Deafness in the Preschool Child, with especial emphasis on the need of preschool preparation for the work of the formal school period; Distortion and Loudness: Normal Hearing for Speech and Other Sounds, which is a further consideration of the physics involved in audibility and intelligibility of speech; Tests of Hearing-Aid Efficiency, with particular reference to the possibility of fitting an aid to a special hearing loss; Tests of the Intelligibility of Speech; and Hearing Curves and Hearing Aids, a chapter illustrated with numerous specimen audiograms to determine cases where a deafened person may benefit from the use of an aid.

The greater part of the remainder of the book is devoted to the problems of the effects of deafness occurring early in life. The authors trace the physical and mental development of the child deaf from infancy, through the preschool years, and beyond. It is when they come to the formal educational period that they rise to their most enthusiastic theme, that deaf children may now have the benefit of training by ear as a powerful adjunct to learning. It is their claim that by means of the amplifying devices and apparatus now made available by science 70 per cent of children born deaf or who acquire deafness very early in life can be made to use even the slight hearing left in learning to speak, and this in turn stirs the whole mental life of the child. The importance of the newer method, Education by the Hearing, Lip-reading Method, Speech, is explained with a great volume of detail of technique that may be readily applied in the classroom. The acquisition of language, by the same method, is made much easier than by the older stumbling and often erratic procedures dependent entirely upon visual methods alone. Thus, they say,

> . . . If speech is to satisfy a deaf child as a ready means of expression of his thoughts, he must acquire a vocabulary of practically the same range as that required by a normal child in his home environment. Moreover, the deaf child must be able to express his thoughts in conventional sentence forms, otherwise he fails to make clear his meaning to normal people.
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> He resorts to gestures and signs when words fail him because of the urgency of his need for expression—but he would not resort to

such measures if the words he wanted came as readily to his lips as gestures to his hands. There are always therefore two aspects of the development of language to be borne in mind by a teacher—the acquisition of vocabulary, and practice in sentence construction. Lessons given through the amplifier and lip-reading, supported by reading, constitute the most valuable source of complete word and sentence patterns that can be given to a severely deaf child. He can learn words more quickly in this way, acquire a wider vocabulary and become familiar with conventional sentence construction in a relatively shorter time. Thus his acquisition of English and of knowledge is facilitated, but that is not the only advantage he gains by this method of learning. Every member of a class of severely deaf children can take a fuller and a more natural part in lessons round the amplifier than is possible by lip-reading or by any other means of verbal communication. The effect of hearing each other's voices seems to weld more closely the members of a class into a social group.

The book also gives consideration to the Intelligence and Educational Attainment of the Deaf, reviewing first the general psychological bases of the mental effects of deafness and then referring to the major studies that have been made in this field both in Britain and America. These include a summary of the survey conducted in the United States under auspices of the National Research Council, the studies of Drever and Collins in Scotland and England, and the records of progress of a number of individual deaf pupils. The conclusion of the authors is that the daily use of the hearing-aid apparatus from an early age will assure at least a natural quality of voice and that wide reading and direct personal contact with normal persons will make for a more normal development.

In the appendix the book includes an excellent summary of Vocational Training for the Deaf, written by Mr. John Spalding, headmaster of the Royal Residential Schools for the Deaf, Manchester. This is followed by an explanation of The Short Intelligibility Test as an aid in estimating the relative ability of deaf listeners to hear and recognize vowel and consonant sounds, the extent to which a deaf person may be helped by a particular hearing aid and the efficiency of a hearing aid when used by the same person at different times. This test includes a succession of series of numbers, vowels and consonants.

As already stated, the book does not delve to any extent into either the historical or philosophical development of

work with the deaf. It confines itself to the thesis that the handicap of deafness can be made less of a handicap with the application of the newer methods of education, combining measurement and maximum use of residual hearing coordinated with speech, lip-reading, continued normal social contacts and abundant language experience, especially in reading. In keeping with the more progressive tendencies in education, it in essence seeks to utilize all the capacities of the deaf child so he may attain to his fullest growth.

Longmans, Green and Company, 39 Paternoster Row, London, E.C. 4, are the publishers, and they list the cost of the book at 12/6 net.

I. S. F.

Miscellaneous

I. S. F.

Certification.—A report as of October 20 shows a total of 903 persons who have made application for certification with the Conference of Executives of American Schools for the Deaf. The new names since the summary in the September ANNALS include the following:

Frances Katherine Bell, New Jersey School
Elisabeth Elting DeSmet, New Jersey School
James H. Galloway, New Jersey School
LeRoy D. Hedgecock, New Jersey School
Francis Cole Higgins, Kentucky School
Sara Evelyn Kester, West Virginia School
Maude Henderson Knight, Northern New York School
Elouise Olga May, Texas School
Miriam D. Pauls, New Jersey School
Anna C. Smith, New Jersey School
Fleecy Smith, Kansas School
Fred LaFayette Sparks, Jr., West Virginia School
Hazelene Campbell Sparks, West Virginia School
Isabel Richmond Waterhouse, New Jersey School

More and more schools are requiring certification with the Conference of all appointees to teaching positions in both academic and non-academic departments. The New Jersey School has now taken the additional step of requiring that members of its staff hold the Class A Teacher's Certificate issued by the Conference. By the following resolution, recently adopted by the New Jersey State Board of Education, this requirement must be satisfied within a period of five years.

July 19, 1938

Mr. Alvin E. Pope, Superintendent
School for the Deaf
West Trenton, New Jersey

DEAR MR. POPE:

The State Board of Education at its meeting held July 16, 1938, adopted the following resolution:

WHEREAS: We believe that it should be the policy of the State Board of Education to require that all teachers employed at the School for

the Deaf should hold Certificate "A" issued by the Conference of Executives of American Schools for the Deaf, and

WHEREAS: A number of very competent teachers now employed at the School should be given reasonable opportunity to satisfy this requirement, therefore be it

RESOLVED: That all persons hereafter appointed to the staff of the School shall hold such certificate, and be it further

RESOLVED: That all teachers now employed at the School be required to complete the requirements for said certificate on or before September 1, 1943.

Very sincerely yours,
(signed) CHARLES H. ELLIOTT
Secretary
State Board of Education

Death of Mr. Arthur J. Story.—The ranks of educators of the deaf lost a noted leader with the death on September 11, 1938, of Mr. Arthur J. Story, F.E.I.S.

Mr. Story, known on both sides of the Atlantic for his vigorous espousal of the cause of the deaf, was for many years a powerful influence in matters pertaining to their education. He was born in Rochester, England, in 1864, and received his training for teaching at Peterborough College. His first connection with a school for the deaf was at the Royal School for the Deaf and Dumb at Margate where he remained three years. This was followed by successive three-year periods of service at the Manchester School for the Deaf and the Derby Institution. In 1896 he was made head-master of the Mount School for the Deaf at Stoke-on-Trent, where he remained until his retirement in 1925. During this period he built for himself an enviable reputation for sturdy school progress and by his writings he championed ideals which have influenced the work of schools for the deaf every-where. The teaching of speech and language was his special interest, and he was the author of standard textbooks in wide use in both of those fields.

For twenty years Mr. Story was the editor of the *Teacher of the Deaf,* official organ of the National College of Teachers of the Deaf in England, and twice he was chairman of the College. He was frequently also a contributor to the ANNALS. The last thirteen years of his life Mr. Story acted as secre-tary of the National Institute for the Deaf, in which capacity he continued to the end working for the welfare of the deaf and the deafened.

Visit of Father Pagé to Australia.—The R. P. Lucien Pagé, Clerc de St. Viateur, and director of the Catholic Institution for Deaf-Mutes in Montreal, recently returned from a month's stay in Australia where in a series of lectures he explained the salient features of the Belgian Method of teaching the deaf at the Waratah School at St. Gabriels in New South Wales. Father Pagé, in addition to the practical experience obtained in his own school, has had the advantage of extensive travel and study at home and abroad, including visits to sixty schools in ten different countries.

Dr. Stanton's "Mechanical Ability of Deaf Children."—In the review of Dr. Mildred B. Stanton's "Mechanical Ability of Deaf Children," which appeared in the September ANNALS, pp. 380-381, the price of the publication was not given. It may be obtained for $1.60 per copy from the Bureau of Publications, Teachers College, Columbia University, New York.

The New State School for Negro Deaf in Louisiana.—On another page the ANNALS presents briefly an account of the establishment of the new school for Negro deaf children in Louisiana. It may also be stated that Mr. E. L. Gordon, Sr., the principal of the school, has had a lifelong connection with the work for the deaf, his father having been principal of the Negro department in the Georgia School for 48 years. This is the third school in which Mr. Gordon has held the position of principal—in the Mississippi School twice, and more recently in the Tennessee School for six years.

Training for Negro Teachers of the Deaf.—The *Pelican,* September 1938, Louisiana School, reports that during the past summer a training class for colored teachers of the deaf was conducted at Southern University near Baton Rouge. The instructors were Mr. L. R. Divine, president of the Louisiana School, and Mrs. E. R. Jones, supervising teacher in the same school. Although nothing is told of the

number of students attending, there can be no doubt of the value of the undertaking.

The Curriculum of the Scranton School.—Among the many points of progress referred to by the Pennsylvania State Department of Public Instruction in its Bulletin No. 12, "New and Improved Services," which gives a Summary of New, Reestablished, and Reorganized Services from June, 1935, to August, 1938, is the revised curriculum of the Pennsylvania State Oral School for the Deaf at Scranton. The changes made are described as follows:

> Within the last few years the curriculum of the school has been revised to utilize all of the environment of the child so that units of experience are used in place of daily teacher assignments. The traditional subjects are now studied in relation to the work of the core unit. All of the departments, including art, industrial, and home-making, co-operate to the fullest degree in the carrying on of the program. Such units as The Farm, Our City, Indians, and Colonial Life are units to which all of the essential skills and subject matter are related.
>
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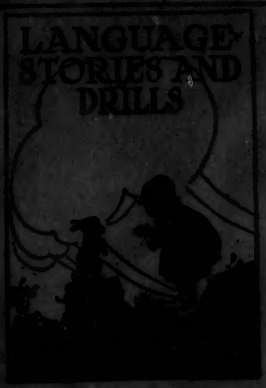

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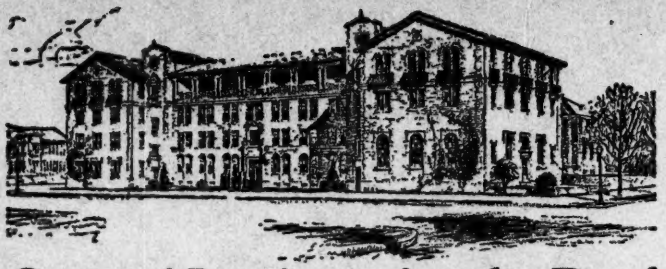

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